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ABSTRACT

Analyzed are the results of individual interviews with participants in the Indiana Global Education Program, which developed teacher in-service training sessions, dissemination networks, materials, and resource centers to strengthen global education in Indiana schools. This is the second phase of the evaluation study. In phase 1 questionnaires were used to determine how elementary and secondary Indiana teachers used the ideas and materials which they learned about in workshops sponsored by the programs. In phase two, interviews were conducted with 27 teachers, 15 principals, and 13 student groups ranging in size from 1 to 6 in 24 schools. Interviewees were asked what elements of the social studies program they considered most important, about their feelings and opinions toward the global education workshop which they attended, how they learned about the availability of the workshops, and how they used and disseminated the ideas and materials obtained at the workshop. The chief limitation of the study was that it is a biased sample--the interviews were conducted with volunteers. It was not possible to interview individuals who might choose not to be interviewed. Findings include the following: the workshops were well-received; teachers used and modified many of the instructional ideas and materials; the means of communicating workshop availability were many and varied; and ideas and materials obtained at the workshops were disseminated to colleagues on an almost informal, one-to-one basis or only through departmental channels. Because of the favorable response pattern, the evaluators recommended that this type of in-service workshop be continued. The appendices, which comprise the bulk of the publication, contain the interview schedule and complete summary transcripts of all interviews conducted. (RM)

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REPORT OF TEACHER UTILIZATION OF IDEAS AND MATERIALS RELATED TO THE GLOBAL EDUCATION WORKSHOPS CONDUCTED DURING SEPTEMBER, 1980 PHASE II

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CHAPTER I

THE PROBLEM, PROCEDURES, AND DEFINITIONS OF TERMS USED

Background

The Indiana Global Education Program sponsored regional in-service training meetings in September, 1980, using a series of one-day workshops. These workshops were jointly sponsored by the Indiana Department of Public Instruction, Division of Curriculum, in cooperation with the school corporations who served as hosts to the workshops, as well as the Social Studies Development Center (Indiana University, 513 North Park Avenue, Bloomington, Indiana 47405).

The following sites throughout Indiana were utilized in presenting the Global Education Project materials during the month of September, 1980: Elkhart (Sept. 9th); East Allen County-Fort Wayne (Sept. 10th); Columbus (Sept. 11th); Evansville (Sept. 16th); Terre Haute (Sept. 17th); Lafayette (Sept. 18th); New Albany (Sept. 23rd); Indianapolis (Sept. 24th); Muncie (Sept. 25th); and Gary (Sept. 30th).

Each of the ten workshops began at approximately 9:00 a.m. and concluded at approximately 3:30 p.m. (local time). Each work shop featured speakers, demonstrations of classroom activities, "hands on" activities, and an exhibit of teaching materials. The ten workshops' contents were similar in nature, with variations in programs among the sites encouraged by the involvement of local resource people and "key teachers" and planners. Each participant received

a teaching activities packet which included Indiana in the World, sample lessons, maps and classroom activities. No registration fee was charged, participants paid for their own lunches, and school districts were partially reimbursed for substitute teachers and participant travel expenses (See Appendix E).

During the months of January - April, 1981, a normative survey of a selected group of workshop participants, drawn from pre-registration roles, was conducted. The results of this survey were presented in the Report of Teacher Utilization of Ideas and Materials Related to the Global Education Workshops Conducted During September, 1980 - Phase I.

Purposes of Phase II

Goals, Purposes and Organization

The goals of the Indiana Global Education Program are:

(1) to create an inservice training and dissemination network to serve Indiana teachers in the area of global education;

(2) to compile and disseminate to Indiana schools a packet of materials designed to help teachers in their efforts to improve global education in their schools;

(3) to train selected teachers in the 10 exemplary program dissemination centers so they can provide training to other teachers in their areas of the state;

(4) to disseminate information and materials through existing consulting services, newsletters, special mailings and at professional meetings;

(5) to develop a statewide plan to assist school corporations in integrating global perspectives throughout the curricula.

It was the intent of this study to provide general background data on the teacher perceptions of the effectiveness of the Global Education workshops presented during the month of September, 1980, throughout Indiana. In addition, it was intended that teachers should have the opportunity to participate in the second phase of this study by volunteering to have their classrooms visited and to participate in in-depth interviews concerning their teaching techniques, and the classroom materials they use, in connection with the Global Education program.

Specific Points to be Considered

The following specific points, taken from The Indiana Global Education Program, were intended to be investigated by this study:

Indiana Global Education Project

Objectives of the Program

1. To create a state-wide, comprehensive inservice training network to meet the inservice needs of Indiana teachers in the area of global education. Workshops will be held in each of the ten cooperating school districts which have already agreed to serve as exemplary program dissemination centers.

2. To compile a packet of materials which includes cooperating schools' exemplary programs, state consultant and university scholars' information and existing special projects, for dissem-

ination purposes. In addition to the materials key teachers have developed, the project would make available a variety of materials and insights focusing on cultural understanding and global studies. Indiana in the World will be included.

3. To train key teachers from the ten exemplary programs in appropriate dissemination techniques so that they can provide training and dissemination activities during the workshops and on site in their districts. An early step in launching the Indiana Global Eucation Program would be a three day organization and training session involving the key teachers from ten school districts in the state with exemplary programs, the co-directors of the program and selected consultants.

Methods, Procedures and Sources of Data

The purposes of this section were to describe: (1) the design of the data collection instrument; (2) the sampling and data collection methods used; and (3) the treatment of the data.

Design of the instrument. The instrument design was accomplished in the following phases:

Presently available data sources were examined. These included examining the normative survey entitled Report of Teacher Utilization of Ideas and Materials Related to the Global Education Workshops Conducted During September, 1980 - Phase I, the document entitled The Indiana Global Studies Education Program, the document Indiana in the World (distributed at the several workshops), as well as internal evaluations conducted by Department of Public

Instruction personnel as follows. "Part 1: Evaluation of the Indiana in the World: Lesson Activities Packet" (internal memorandum dated March 4, 1981); "Part 2: Regional Workshop Evaluations, Fall, 1980" (internal memorandum dated June 11, 1981); "Part 3: Initial Workshop Evaluations, Spring, 1980" (internal memorandum dated May 8, 1980); and "Part 4: Key Teacher Workshop Evaluations, October 8-9, 1979, January 25-26, 1980, August 7-8, 1980" (internal memoranda dated November 7, 1979, other memoranda not available but summary data provided). In addition copies of the several workshop programs were examined to subjectively identify similarities and differences in the several programs.

2. The Instrument Development Team, (IDT), constituted for Part 1 of this study, was continued. This team consisted of the following individuals:

Walter Bartz, Foreign Language Consultant, Division of Curriculum, Indiana Department of Public Instruction.

James M. Becker, Director, Social Studies Development Center, Indiana University.

Charles R. DuVall, Professor of Education, Indaina University at South Bend.

Jane Lowrie, Social Studies Consultant, Division of Curriculum, Indiana Department of Public Instruction.

Victor Smith, Research and Evaluation Coordinator (later transferred to Division of Reading Effectiveness), Division of Curriculum, Indiana Department of Public Instruction.

During the preliminary planning stages of the research project individuals surveyed in Part I of this study would be afforded the opportunity to volunteer to participate in an in-depth interview in Part II of this study

3. A preliminary copy of the interview instrument was prepared by the investigator and submitted to the members of the IDT. A meeting was held at the Indiana Department of Public Instruction offices, 3833 North Meridian, Indianapolis, Indiana on Friday, September 18, 1981. Sufficient input was obtained from the members of the IDT to permit the chief investigator to construct the final form of the instrument entitled "Interview Schedule for Research Study Titled 'Report of Teacher Utilization of Ideas and Materials Related to the Global Education Workshops Conducted During September, 1980' Phase II" (see Appendix A).

4. Individuals (teachers) who had agreed to be interviewed during Phase I of the study were contacted and asked to confirm a suggested date, as well as arrange interviews with their principals and identify a group of students with whom they had worked the previous year for interview purposes (sample of convenience).

Application phase. Interviews were conducted with 27 teachers, 15 principals, and 13 groups of students. Student groups ranged in size from one to six in 24 schools. Interviews were begun on Monday, October 5, 1981 and concluded on Tuesday, December 8, 1981. The tentative interview schedule and itinerary had to be revised several times due to factors beyond the interviewer's control. In all cases, interviews were conducted in a relaxed

atmosphere. All interviewees had copies of the interview schedule well in advance of the interview. The interviewer took notes and reconstructed the interview(s) as soon as possible after the interview. Each interviewee (with the exception of students) was provided a copy of the reconstructed interview and afforded the opportunity to make additions, corrections and/or deletions as well as any explanatory comments deemed necessary by the interviewee.

Analysis of the data. Following receipt of the "corrected copies" from the interviewee, these interview summaries were transcribed and placed, verbatim, in Appendixes B, C and D. The researcher took copies of these interview summaries and separated them by question number. This was done to facilitate analysis by individual question as contained in the interview schedule.

Limitations of the Study

The chief limitation of this study was that the interviews were conducted with individuals who volunteered to be interviewed in Phase I of this study. These self-selected individuals constitute a biased sample. It was not possible to interview individuals who might choose not to cooperate, nor could the interviewer demand access to individuals who chose not to be interviewed.

Another limitation was that the students and administrators who were interviewed were accessible only through those persons

who chose to make themselves available through Phase I of the study.

All data were subjectively obtained and subjectively evaluated by the investigator. Despite all efforts it is assumed that certain subliminal biases crept into the interview process and may have been compounded in the analysis process. An attempt at overcoming this apparent bias was having the IDT read a preliminary draft of this report and discuss its contents with the researcher. The final responsibility for the contents of this study rests with the investigator.

Organization of the Remainder of the Study

This study has in Chapter II a presentation and analysis of the data. The Summary, Conclusions and Recommendations of this study are reported in Chapter III. The Appendices contain complete summary transcripts of all interviews conducted as well as the interview schedule.

CHAPTER II

PRESENTATION AND ANALYSIS OF DATA

The purposes of this chapter were to present the results of the analysis of the data gathered from the interviews of those teachers who had attended one of the ten Global Educaticn workshops held during September, 1980 and who had agreed to be interviewed, selected administrators, as well as students identified by the teachers as having been in their classes the previous year in selected schools. Complete summaries of all data from which the data are drawn are presented in Appendices B, C and D of this study.

Summaries of data and discussion of these data are organized in the same order as the questions appear in the interview schedule (Appendix A, pp. 29-36).

1. How long have you been in your present position? The question was designed to create an opening and establish rapport. It started the interviewee talking about him/her self.

Discussion. A comparison of the years of experience reported by the interviewees (teachers only) showed that this group tended to distribute themselves in approximately the same ratio as did the respondents to the normative survey instrument in Phase I of this study.

2. What would you consider to be the most important elements of your social studies program? There may have been several sets

of objectives in operation within the total parameter of the social studies program in each school and/or school district. This question was designed to identify the similarities and differences of these individual programs within the perceptions of the individual interviewees.

Discussion. One theme which ran throughout the interviews was that of "teaching social studies skills." The most frequently occurring skill mentioned was that of "map skills and map reading" (e.g., T2-A, p. 39; T3-B, p. 40; T6-D, p. 43; T9-G, p. 62; T10-K, p. 45 ; T11-I, p. 46; T16-N, p. 50 ; T17-O, p. 52; T19-P, p. 69; T24-U, p. 57). Other themes which ran throughout the interviews included of interdependence, and cultural differences and similarities. Cultural differences appeared to be mentioned more often than similarities but only to stress in the words of one teacher, that "differences were not bad" merely different.

One teacher reported difficulty in bringing the materials into the social studies curriculum because of the highly structured curriculum in the particular school district (T20-Q, p. 54). All other responses to this question appeared to relate some of the objectives of the Global Education Project to one or more of the objectives identified by the teachers.

Two principals chose to speak to the objectives of global education and how they saw it related to their particular school district's social studies program. They both were from the same school district and one of them had attended the workshop with his teachers (P1-A, p. 72; P2-B, p. 72).

Many of the students reported activities which closely paralleled the objectives identified by their teachers (see Appendix D).

3. How do you feel about including global education in your social studies program? This question was included to attempt to determine the reasons that teachers had for including the topic(s) or area of study in their social studies programs.

Discussion. There was unanimity among those teachers interviewed that global education was an integral part of their instructional program. Many interviewees registered surprise (interpretation of tone of response and nature of the reply) that "anyone would not be using it."

4. How did you learn of the Global Education Workshop which you attended? This question was designed to elicit information as to the manner in which workshop information is disseminated internally.

Discussion. There appeared to be many different ways in which teachers received the information. The following are the most frequently mentioned means:

a. From principal (T1-A, p. 38; T7-E, p. 61; T15-M, p. 49; T23-T, p. 56; T25-V, p. 59; T5-D, p. 60; T13-K, p. 63)
b. Another teacher (T2-A; p. 39; T6-D; p. 43; T17-O, p. 52; T18-O, p. 53).
c. Department Chairman (T8-F, p. 44; T11-I, p. 46; T20-Q, p. 54).
d. Mailing from DPI (T3-B, p. 40; T9-G, p. 62; T21-R; p. 68).

e. Member of committee (key teacher) (T10-H, p. 45; T24-U, p. 57; T19-P, p. 70).

f. Required for completion of Summer Workshop Requirements (T16-N, p. 50; T14-L, p. 48).

g. Announcement posted on bulletin board (T4-C; p. 42).

h. National Council for the Social Studies announcment (T12-J, p. 48).

One person mentioned her concern with the "lateness" with which the announcements for workshops were received in her district. The school board policy in her district required that each workshop attended by teachers be cleared by formal board action. She also mentioned that they dismissed early in the Spring and this caused her to be in "violation" of board policy (which resulted in a conflict with her workshop requirements). She believed that the D. P. I. should attempt to get announcements out early enough (in the spring) to take into account the early school closings in some rural districts--not to mention the minimum of one month notice (it could actually be seven weeks, depending upon the scheduled school board meeting) (T14-L, p. 48).

When principals were asked how they disseminated workshop information to their staffs, they reported several different ways. One of the most popular appeared to be choosing particular teachers who they knew had an interest in the area being presented (in this case global education) and directing the announcement to those individuals. Several other popular methods were routing

slips, posting on bulletin boards, and routing through department chairs.

One teacher expressed a concern that individual teachers did not receive information on all of the workshops available to them because principals tended to make some rather "arbitrary and capricious" decisions regarding who got these notices (T20-Q, p. 54). Two persons suggested that the D. P. I. work more closely with local school corporations in bringing the workshops closer to the teachers (T20-Q, p. 54; T24-U, p. 58).

5. Why did you decide to attend the workshop? This question was designed to elicit responses which would help persons planning future workshops.

Discussion. Most individuals attended because they believed they would receive ideas and materials which would help them with their teaching. Some persons mentioned that they had done so to meet course requirements, had been urged to do so by some administrator, or had been a part of the program (key teachers). All of the responses were quite positive regarding this series of workshops, even those who chose to attend with some "urging."

6. What is your opinion of the workshop program as you can recall it? This question was designed to attempt to determine what it was that teachers liked and disliked in the workshop program(s) which they attended.

Discussion. The overall reaction of all of the teachers interviewed was highly positive regarding the workshops' contents. Teachers were highly positive regarding the materials they received (also see next question--No. 7). Certain interviewees cited specific aspects of specific workshops which they did not particularly enjoy (e.g., poor speakers, certain facilities lacking, lack of time for lunch) yet these criticisms were isolated and did not in any way detract from the overall positive reception of the workshop program (T1-A, p. 38; T2-A, p. 40; T3-B, p. 41; T4-C, p. 42; T6-D, p. 43; T8-F, p. 44; T10-H, p. 45; T11-I, p. 46; T12-J, p. 48; T14-L, p. 49; T15-M, p. 50; T16-N, p. 51; T17-O, p. 52; T18-O, p. 53; T20-Q, p. 54; T23-T, p. 56; T24-U, p. 58; T25-V, p. 59; T5-D, p. 61; T7-E, p. 62; T9-G, p. 63; T13-K, p. 64; T22-S, p. 65; T26-W, p. 66; T27-X, p. 67; T21-R, p. 69; T-19-P, p. 70).

Few principals had any direct information regarding the impact of the Global Education Workshops upon the staff members from their schools who had attended or upon their instructional programs. One principal interviewed had attended with his teachers (P1-A, p. 72). Others chose to respond with comments regarding workshops in general and D.P.I. sponsored workshops in two particular instances. Most of these comments were quite positive, yet two persons registered highly negative comments (P3-C, p. 73; P14-S, p. 80). There did appear to be a gap between what the principals knew about the workshops' contents and the teachers' opinions of the workshop(s) they attended.

7. Have you used those ideas/materials obtained at the workshop in your instructional program? Tell how you did this. Specifics of instructional application were examined.

Discussion. There appeared to be a large number of the in-

structional ideas presented in Indiana in the World: Teaching Activities Packet which were used in some form in the classrooms of the teachers who attended the Global Education Workshops. It would appear from the data gathered that few teachers take instructional units and "set them directly in place." Rather, they appear to modify them in some way to fit what they perceive to be their "particular" instructional situation. Teachers in the lower grades found fewer units that they could use than did others who attended, yet this is to be expected if the contents of Indiana in the World: Teaching Activities Packet are examined.

Based upon the interviews conducted, it would appear the most useful instructional aid presented to those in attendance was the List of Embassies. Teachers used these addresses to collect materials as well as coupling it with several of the instructional units, particularly where students were required to write letters and receive replies to their correspondence.

Some of the most used units appeared to be "Food! Food! Glorious Food," "Global Pen Pals," "News Media in the Classroom" and "Shipwreck on Terra Island: A Simulation." While these units may appear to be singled out, this is not intended to be the case; rather the use of titles is intended to be illustrative. Throughout the interviews the whole teaching activities packet was commended by those teachers interviewed. Indeed, their high degree of acceptance of the Global Education Workshops appeared to stem from two major facets of this series: first, the activi-

ties packet and the other materials presented; and, second, the "hands on" method of presentation. Teachers like to have a wide range of activities from which to choose, and they like to have experience with these units before using them with their classes.

8. What is your opinion of the materials you received at the workshop? This question was included to determine the congruity between the interviewees' opinions of the materials received and their use of these materials.

Discussion. In interviewing teachers it was impossible to separate their opinions concerning the materials received from their overall perception of the workshop (Question 6 above). Two facts appeared to emerge from the responses to this question: first, teachers were highly receptive to the materials presented at the workshops; and, second, they were modified to meet the needs of the individual's class(es).

9. Have you developed any instructional materials of your own that you have used in teaching global education? This question was included in order to attempt to determine the total scope of teacher developed materials throughout the State.

Discussion. With the exception of the "key teachers," who by the nature of their role in this project were expected to contribute units to Indiana in the World: Teaching Activities Packet, few of the other interviewees reported creating their own materials. They did report "adapting" existing materials to their own instructional needs; however, they did not consider these

changes as representing new materials development, merely modifications.

One individual (T14-L, p. 49) reported having developed teaching materials and submitting these as part of class requirements in courses taken at a local university. In two instances these materials had been "pirated" and she later saw them in publications with no attribution to her efforts, rather bearing the "by line" of the professor(s) to whom she had submitted them. She refused to share any of her ideas with anyone now, preferring to use them with her own classes.

10. Are there materials dealing with global studies which you use every year in your instructional program? This question was designed to identify the total range of instructional resources that teachers use. It was also believed that previously unidentified resources might be identified.

Discussion. Few teachers interviewed identified materials which they used on a regular (yearly/repetitive) basis, rather stating that they chose to determine the materials used each year based upon an assessment of the class(es) needs at the time. When materials were identified, they were usually a favorite film, filmstrip or weekly (news) publication. No degree of agreement was determined based upon the interviews conducted.

11. Did you share ideas/materials from the workshop with other teachers? How did this sharing occur? This question was

designed to determine if the workshop participants shared the ideas and/or materials they obtained at the workshop(s) with other teachers and, if this sharing took place, how it was accomplished.

Discussion. Teachers reported that they did share with other teachers. This usually took place on an individual, one-to-one basis, usually in an informal manner. It might occur as a matter of discussion in the hall where the interviewee was discussing an instructional situation and would be asked for help. The workshop materials might then be used to help another teacher. Other interviewees reported that they placed the packets of materials in the teachers lounge for informal inspection by other teachers, and then responded to questions based upon the materials examined.

A majority of interviewees reported that they had not been asked to share materials/ideas that were obtained at the workshop. This was substantiated by the interviews with the principals. Few principals reported offering their staff members the opportunity to share their workshop experiences with their staffs at formal staff meetings. Rather, the principals relied upon the "informal network" to disseminate ideas obtained at workshops.

Teachers did believe that, when workshops were planned, they would like to see each participant provided with two (2) copies of all materials, one for the participant's individual use and the second being for use by other teachers. Perhaps these should be placed in teachers' lounges or in curriculum files in libraries.

Many participants also reported obtaining extra copies of the materials without urging from the workshop organizers.

It must be noted that where workshop participants were encouraged to share their experiences at staff meetings they reported this to be an excellent experience, and they believed their colleagues gained a great deal from their experience. It should be noted that when this sharing took place, it was usually instigated by the building principal. No teachers reported working specifically with members of the Foreign Language Department, yet some indicated a willingness to do so. Several interviewees reported a lack of time to engage in such instructional activities. Scheduling of meetings and "free (instructional planning) time" appeared to be a major stumbling block.

13. If you were a "key teacher" how do you feel about your work with the Global Education Project? This question was designed to assess the contributions made by "key teachers" who had worked with the project from its inception.

Discussion. All of the teachers interviewed who had been "key teachers" had a very positive view of the entire experience. They appeared to have a highly developed sense of proprietorship, enjoyed the experience of relating to their colleagues from throughout the State, and were particularly appreciative of the many informal exhcanges which took place at the various meetings which they attended. Also of note was the fact that they had all received administrative encouragement to participate in this instruc-

tional development program. Their districts had identified them as "special," then provided them with released time for attendance at the meetings and conferences (in most instances).

In most cases the "key teachers" had developed instructional units which were included in Indiana in the World: Teaching Activities Packet. This tended to reinforce their sense of proprietorship of the project, as well as providing them with a sense of recognition for their efforts.

13. What other workshops would you like to see presented by the Division of Curriculum, Department of Public Instruction? What format do you believe these should take? This question was designed to elicit interviewee suggestions for future workshops as well as their format.

Discussion. A wide variety of suggestions was received regarding future workshop presentations (T1-A, p. 39; T3-B, p. 41; T4-C, p. 42;T6-D, p. 43;T10-H, p. 46; T11-I, p. 47;T12-J, p. 48; T14-L, p. 49;T15-M, p. 50;T16-N, p. 51;T17-P, p. 52;T18-O, p. 54; T20-Q, p. 55;T23-T, p. 57;T24-U, p.58; T25-V, p. 60;T5-D, p. 61; T7-E, p. 62;T9-G, p. 63;T13-K, p. 65;T22-S, p.66; T26-W, p. 67; T27-X, p. 68; T21-R, p. 69;T19-P, p. 70). Two themes appeared to run throughout these suggestions, and were stated and implied in the responses to the other questions: Workshops should provide the participants with a plethora of materials (teachers will then adapt these to their particular instructional needs); and experiences

in these workshops should be of the "hands on" variety. Teachers like to be "talked to" only if there is a direct relationship between what is being "talked about" and the materials being presented.

Miscellaneous observations. The following observations emerged as a result of the interviews conducted, yet were not specifically covered by any of the interview schedule.

Discussion. Curriculum changes which may have emerged as a result of the global education project appear to have been gradual and confined to the workshop participant and one or two other teachers in the same building, at best. These changes appear to be a "ripple effect" rather than sweeping in nature.

A comparison of the responses of students interviewed with the interviews of the teachers who taught them revealed a high degree of congruence between the activities reported as "used" by the teachers and those remembered by students. In addition, it was possible to infer from the students reponses that the goals reported by their teachers had indeed been a part of the instructional program. (The reader can read these and make his/her own interpretation by matching teacher responses by school (letter) with student interviews (also identified by letter) in Appendices B and D.

CHAPTER III

SUMMARY, FINDINGS, AND CONCLUSIONS

This final chapter is presented in three sections. The first section deals with the problem studied and outlines the procedures which were followed in collecting data. The second recapitulates the major findings of the research itself. The third and final section represents certain conclusions which were drawn from the findings and offers recommendations for further study.

Summary

The problem. The problem of this study was to analyze the results of individual interviews with participants in the Global Education Workshops held throughout the State of Indiana in September, 1980 by the Division of Curriculum, Indiana Department of Public Instruction.

The total scope of the study is contained in the interview schedule titled: "Interview Schedule for Research Study Titled: 'Report of Teacher Utilization of Ideas and Materials Related to the Global Education Workshops Conducted During September, 1980' Phase II." The most pertinent elements of these interviews are:

1. The elements of the social studies program considered most important by the interviewees.
2. The interviewees' feelings about the particular Global Education Workshop which he/she attended.

3. The manner in which the interviewee learned about the availability of the workshop.
4. The interviewees opinion of the particular workshop which he/she attended.
5. The ways in which interviewees used the ideas/materials obtained at the workshops as well as their opinions concerning these materials.
6. The ways in which the ideas/materials obtained at these workshops were disseminated to colleagues.
7. The types of workshops the interviewees would like to see presented by D.P.I. personnel.

Methodology. Individual interviews were conducted with teachers who had attended one or more of the Global Education Workshops. Selected principals were also interviewed, based upon availability in the buildings where the primary interviewee taught, as well as single and groups of students in these same buildings.

Interviews were conducted based upon an interview schedule specifically constructed for this purpose (complete copy contained in Appendix A). All interviews were recreated by the interviewer and submitted to the interviewee for additions, corrections and deletions. These "edited interview summaries" are presented in their entirety in Appendixes B, C and D of this study.

Data were then analyzed and inferences and findings made.

Findings

The following findings, indicated by the results of the analysis of the data, are reported:

1. The Global Education Workshops were well received on the part of the participants. The level of recall about the workshop was impressive.
2. Participants reported using many of the instructional ideas and materials obtained at the workshops, usually in a modified manner, in their instructional program.
3. Materials and ideas obtained at the workshops were infused into the existing curricular structure. That is, the instructional materials were modified to fit the existing instructional program. In almost no case was the instructional program changed to incorporate new or different instructional materials.
4. The means of communicating workshop availability to teachers were many and varied. Mailings from the D.P.I. were disseminated to teachers based almost entirely upon administrator preference, or whim. Administrators appeared, in many instances, to direct workshop announcements to specific staff members, thereby excluding others from this information and possible participation.
5. Ideas and materials obtained at workshops are disseminated to colleagues on an almost informal, one-to-one basis or only through deaprtmental channels. There appears to be little interest on the part of administrators to have workshop participants share workshop ideas and information with the total building, not to mention, district staffs.

6. Interviewees had many different ideas concerning workshops they would like to see presented by D.P.I. personnel. There was a feeling that workshops should be developed in concert with local school distircts or schools within smaller geographic areas.

Conclusions

Based upon the data collected, the analyses made, and the findings reported, the following conclusions were drawn:

1. The teachers who attended the workshops were, to a great extent, pleased with the ideas and materials they received.

2. Because of this favorable response pattern, it is believed that this type of in-service workshop should be continued, with certain modifications. The D.P.I. should continue to emphasize the "hands on" type of experience and the use of teacher-developed instructional materials. Modification in the way in which teachers learn of workshop availability should be considered.

3. Administrators do not utilize staff members who attend workshops to the fullest extent. Curriculum change and innovation, through staff development and training, is not fully utilized.

Recommendations

1. That the D.P.I. continue to offer in-service workshops of the nature of the Global Education Workshops. That teachers' suggestions for workshops be considered, not only from this study, but from other studies that may be conducted.

2. That the D.P.I. study the method(s) used in informing

teachers of the availability of workshops. They may wish to consider parallel delivery methods, including "news and notes" to assure the widest dissemination of such information.

3. That similar evaluations of D.P.I. curricular efforts be continued in order to afford those in the field the strongest sense of personal involvement possible.

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APPENDIX A

INTERVIEW SCHEDULE

INTERVIEW SCHEDULE FOR RESEARCH STUDY TITLED "REPORT OF TEACHER UTILIZATION OF IDEAS AND MATERIALS RELATED TO THE GLOBAL EDUCATION WORKSHOPS CONDUCTED DURING SEPTEMBER, 1980" PHASE II

by

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September, 1981

PROCEDURES

1. A preliminary letter will be sent to each teacher who has agreed to be interviewed. It will suggest a date and time for the interview. Telephone confirmation will be obtained within one (1) week of this mailing. The Interview Schedule will be included in this mailing.

2. The teacher will also be asked to arrange an interview (during the agreed upon time period) with the following persons:

   a. The Principal

   b. Three to four students who have had the teacher in class (preferably the previous year (1980-81)

3. The interviewer will take notes and then reconstruct the interview using a tape recorder. This reconstruction will be transcribed and the transcription (cleaned up) will be sent to the interviewee for final editing and confirmation. The interviewee will not be identified by name or location. This final draft will then be included in the Appendix of the study (Part II). Analysis will be made (subjectively) by the interviewer.

4. The following pages contain an outline of the interview

P = Professional

S = Student

Questions:

1. P How long have you been in your present position?

   S When did you have social studies with (name of teacher)?

This question is designed to establish a basis for our interview.

2. P What would you consider to be the (three) most important elements of your social studies program?

   S What do you think were the (three) most important things that you learned (last year) in (name of teacher)'s class?

There may be several sets of objectives in operation within the total parameter of the social studies program of the school. This question is designed to identify the similarities and differences of perception of the individuals interviewed.

3. P How do you feel about including global education in your

   S social studies program?

This question is included to attempt to determine the reasons the person has for including this topic (area of study) in the social studies program.

4. P How did you learn of the Global Education Workshop which you attended?

This question is designed to determine the way in which workshop information is disseminated internally.

5. P Why did you decide to attend this workshop?

This question is designed to elicit responses which may help persons designing workshops in the future, particularly as they "point" their announcements toward particular segments of the teaching population.

6. P What is your opinion of the workshop program as you can recall it?

This question is designed to determine exactly what it is that teachers want (like) and od not want (dislike) in the program

as it was presented.

7. P Have you used those ideas/materials obtained at the Workshop in your instructional program? Tell me how you did this.

S Can you tell me about some of the activities/materials you remember (e.g. class handouts, games, study helps) from your social studies class taught by (name of teacher)? (Direct emphasis toward global education aspects)

Here we are interested in looking at the specifics of the instructional application. Which ideas did you use? What type of instructional technique did you use? How long did it take? What type of evaluation did you use? What were the results? To assist you the Table of Contents of Indiana in the World: Teaching Activities Packet has been duplicated.

8. P What is your opinion of the materials you received at the workshop?

This question should determine the congruity between the teacher's opinion of the materials and those used.

9. P Have you developed any instructional materials of your own that you have used in teaching global education? Will you share copies with me so that I may use them for further reference?

This should give a picture of the total perspective of teacher developed materials throughout the State. If it is later desired to make selected samples of these materials available statewide, individual releases will be obtained from those persons who

developed them. This project might be worked through the Center for Global Studies.

10. P Are there materials dealing with global studies that you use every year in your instructional program? What are they? How do you use them? What do you believe are the instructional outcomes (in terms of student behavior)?

This question will give an idea of the total range of instructional resources that a teacher uses. It will also provide ideas for sources and resources that may not have been previously made available to others.

11. P Did you share ideas/materials from the workshop with other teachers? How did the sharing occur?

We are interested in knowing if you shared and with whom. If you shared with other teachers we would like to be able to talk briefly with them. We are particularly interested to know if you shared with members of the Foreign Language Department. We would also like to know if this sharing was a one on one, small groups, etc. We are also interested to know if it was done informally or through departmental/staff meetings?

12. P If you were a "key teacher" how do you feel about your work with the Global Education Project?

This question is designed to assess theparticular contributions made by the Key Teachers who were involved in the initial phases of this project as well as the continued implementation phases.

13. P What other workshops would you like to see presented by

the Division of Curriculum, Department of Public Instruction? What format do you believe these should take?

This question is designed to garner suggestions for future workshops and other forms of instructional help that can be provided by the DPI.

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APPENDIX B

SUMMARIES OF INTERVIEWS HELD WITH SELECTED TEACHERS WHO ATTENDED ONE OF THE SERIES OF D.P.I. SPONSORED GLOBAL EDUCATION WORKSHOPS DURING SEPTEMBER, 1980

This is a summary of an interview held with Teacher #1 at School A on Wednesday, October 14, 1981, in the morning.

1. Teacher had been employed for five years and was a teacher of the deaf. She held a master's degree in this area.

2. She taught social studies stressing likenesses and differences in people as well as nationalities. She believed in teaching self-concept and the ability to rely on other people as well yourself. She taught the idea of interdependence using the examples of bread and furniture. Most of her teaching examples were related to the local industry and economy wherever possible.

3. She felt that using global education was highly beneficial. To quote her, she "loved it." She stated that she had visited Europe during college and had spent time in Greece during her junior year. She felt this experience was particularly beneficial in helping her to appreciate the necessity for global education. She stressed the need for global education and gave as an example the fact that she and her husband had accompanied a group of high school students from the local high school to Mexico for one of the spring break tours. She pointed out that the lack of understanding of our neighbors to the South was particularly apparent with these students. This reinforced her conviction that we needed more global education taught at a much earlier age.

4. She stated that she had an interest in the area and the principal duplicated the materials received from the Department of Public Instruction announcing the Global Education Workshop. She felt that there was systemwide encouragement to attend and that her principal provided a great deal of motivation in this area.

5. She decided to attend this workshop because of her interest in global education as well as the principal's strong encouragement in this area. The school corporation did provide a substitute teacher for her.

6. She stated that she liked the Global Education Workshop. She liked both the presentations that were made in the morning as well as the activities in the afternoon. She made the observation that she was a "yancy" person, and that she wanted materials from the workshop that she could take back and put to use in the classroom. She felt that she had obtained many materials which she could use in her classroom. Many of these materials did require adaptation but she felt that she had made adequate adaptation to her particular instructional program. She mentioned particularly that she liked the presentation that Jim Funkhouser made.

7. She stated that she still had many of the materials that she had obtained; that she hadn't been able to go over them all yet; but she planned to look them over and would probably adapt those most applicable to her particular situation in the near future.

8. She felt that most of the materials were highly useful. However, she would have liked to have seen materials presented at a lower level.

9. She stated that she used a current events quiz quite regularly. She also liked to use materials which showed people in other cultures as being human beings. She pulled many of these ideas from the units which she received at the workshop. She said she also drew quite heavily upon some of her own background inasmuch as she had spent time on a Navajo Indian reservation and had used these materials for enriching her social studies curriculum. She mentioned the work which she had done during her European trip as enriching her background. She stated that she used the foods unit, "Foods from Other Countries," and she felt that the children got a great deal out of this. She also developed some materials dealing with St. Patrick's Day, which she felt the children enjoyed a great deal.

   She developed some materials dealing with China and the Chinese as well. She also has used the materials that she had developed dealing with geography--particularly dealing with latitude and longitude which she simplified to a third grade level.

10. She didn't feel that she had really used the same materials every year. She felt that she had varied the use of her materials depending on needs of the children. She said she just pulled odds and ends out and used them as resources. She used National Geographic World and other similar journal sources from the library.

11. She and the other teachers who attended this workshop did do an inservice meeting for their building and shared the materials with the teachers. She used the example of the bingo game and that there were copies of the materials available in the curriculum library. She felt that a very useful piece of material was the list of embassies provided at the workshop.

13. She felt that she would just like to see more workshops provided which dealt with providing teachers with materials that they could use in the classroom. She also felt that she would like to see a workshop at which commercial materials were presented and analyzed possibly by classroom teachers who had used these materials with classes where they might be able to explain the ways in which they had used the materials and particularly if they had modified the commercial materials and in what way this was done.

This is a summary of an interview held with Teacher #2 in School A on Wednesday, October 14, 1981, in the morning.

1. The teacher has been teaching in the building for a period of 19 years, and has taught for a total of 24 years. She is a 4th grade teacher

2. She felt that it was extremely important for students to learn map skills; also to understand other people in their own community, the state, our country, and the world. She felt that it was necessary to understand both the cultural differences and likeness and to live peacefully together. She said, "We need to love each other."

3. She felt that it was extremely important to teach global education. In fact, she felt that the social studies books that were used in the school system should be chosen to stress global education. She felt the particular textbook that had been adopted placed too much stress on energy, changes in the Earth (volcanoes, etc.), and other such science concepts. The book needed more emphasis upon people.

4. She learned about this workshop through a teacher who was teaching in the building at the time and who was part of the program. The principal also encouraged his staff to attend.

5. She decided to attend because one of the staff members, as mentioned above, was on the program; also she was looking for ways to enrich the material contained in the textbook because of the deficiencies she perceived in the text.

6. She felt that the workshop was "really interesting"; she was not bored. She felt that in some previous workshops she may have gotten a little bored, but this did not happen to be one of the workshops that contributed in any way to boredom. She liked the materials that were provided and particularly the hands-on experiences and the examples of the free and inexpensive materials that were presented.

7. As examples of materials that she had used in this particular workshop were the ones dealing with transportation from the table of contents "Trips Around the World" and "Transportation: Feet, Wheels and Wings" which she had adapted to fourth grade level. She also used the "Food, Food, Glorious Food" unit.

8. As demonstrated above, she was quite enthusiastic. She regretted that she hadn't had more time to use other materials but she was planning to adapt them in the future. It might be mentioned that she did come to the meeting with her materials book in hand and my observation was that it had been well used.

9. No, she didn't feel that she had really developed any materials on her own.

10. She didn't really feel that she used the same materials year after year. She used the materials that she felt were most important to the instructional objectives at hand and based upon her assessment of student needs.

11. The group who attended this workshop did share with the teachers as a part of a faculty meeting and they spoke about the workshop contents and did place one packet of the materials in the library for use by the teachers. She also mentioned that the key teacher who had been in their building and since transferred gave examples of an archaeological dig at the workshop which could be implemented. She was quite enthusiastic about this particular workshop experience that she had had at the workshop and she had seen it implemented in the building and was quite enthusiastic about it.

This is a summary of an interview held with Teacher #3 at School B on Wednesday, October 14, 1981, in the afternoon.

1. This teacher has been teaching for 12 years and all 12 years have been spent at this school.

2. She felt that it was necessary for her students to have knowledge about the state of Indiana and to understand and be able to read maps and she did not feel that all of her children were knowledgeable in map skills.

3. She simply didn't know how she would be able to teach social studies without involving the entire aspects of global education. She felt that she liked to make comparisons and contrasts between what her children knew of their own community and state and with the rest of our nation and the world.

4. She knew that she had received a letter in the mail at school concerning this global education workshop. She felt that perhaps she received the letter because she served on the social studies textbook committee. Other than that she didn't know any other reason for her having received the global education materials.

5. She decided to attend simply because she felt that she was open for new ideas and this workshop afforded her an opportunity to obtain these new ideas.

6. She thought the workshop was quite beneficial. She enjoyed receiving the packet of materials. It was something tangible that she could take back with her to her classroom and use at her discretion. In discussing those things which she remembered best from the workshop it was the activity where they identified the picture of different people with names. She also enjoyed the activity involving the world food supply. There was an individual who presented the future and the impact of global education. She said that this individual kept referring to a book which she hadn't read, therefore, she felt that this was one low spot that she felt part of the problem might have been her lack of knowledge of the book's contents to which reference was made.

7. The ideas she used involved the world's food supplies and where we get our food. She particularly had enjoyed and had used the list of embassies. She had written to the embassies and gotten a "fair" response. We discussed the possibility of her children writing the embassies either individually or in groups; she didn't know if she could have gotten postage, but she'd try this year and would see what would have happened.

8. Her assessment of the materials that she received was that they were pretty good, but that more applied to the upper grades. While she felt she could adapt she felt that most the materials presented were beyond the comprehension level of her students. She'd like to see more materials developed for the lower grades.

10. She said she didn't know; she had just switched books and that was requiring her to reexamine all of the materials which she had used in the past. She said she does keep changing depending upon the perceived needs of the pupils who happen to be with her that year. However, she does use a field trip to the Tippecanoe Battlefield and her children have also visited Conner Prairie and the Indiana State Museum.

11. She had shared the materials with other 4th grade teachers and with one 6th grade teacher that she knew had a particular interest in global education. She had not been a part of any teacher meeting where she presented the workshop to the entire faculty, but she did know that they were encouraged to share materials from workshops that the staff attended but on an individual basis.

13. She would like to see a workshop done on assertive discipline.

This is a summary of an interview held with Teacher #4 at School C on Thursday, October 14, 1981, in the morning.

1. This individual has been in the field of education for 18 years as a teacher all in the same community. She had been teaching 14 years in the same building and had always taught 5th grade.

2. She felt that the most important aspects of her social studies program were that a) the children have more awareness of the world in which they live, b) the skills to find and use information, c) be able to solve problems as they arose.

3. This individual didn't see how you could not include global education. However, she did feel that the inclusion of global education concepts into the curriculum was more incidental than direct.

4. She felt that she had probably seen the announcement on the bulletin board,

5. Her reason for attending this workshop was that one of her individual goals that year was professional improvement and she felt that this workshop offered her the opportunity to, in part, achieve her goal. This district has each teacher develop individual instruction and professional goals for each year. These are written and then discussed with the principal. They are then evaluated at the end of the year relative to the achievement of each goal.

6. She felt that the content of the workshop was quite good in the morning session. In the afternoon session she wasn't quite as taken with the materials. She said she attended a demonstration of sample lessons and didn't feel that it was all that productive as far as she was personally concerned. The person in charge of the session used only puppets as activity samples. She had used puppets previously and felt that the individual involved in this presentation became quite repetitive. One thing that particularly pleased her was the fact that the superintendent of the schools took the time to welcome all of these teachers. She said that she had never been treated so royally before in her life and had never attended a workshop where the group had been greeted by the superintendent of schools. This made a profound impression upon her. She particularly enjoyed the presentation by Jim Becker. She said she could have listened to more and in one of the small sessions she attended there was a minister who had served in Saudi Arabia and he dressed for the part and put on quite a show. She said she really didn't feel there was enough time for this presentation. And she said that she had never gotten so many materials that were so worthwhile.

7. One of the exercises she used was that of pen pals and the group had sent packages overseas to a missionary which one of the teachers with whom she worked knew and that they had been quite well received.

8. Her opinion of the materials received at the workshop was "quite outstanding."

9. She really didn't feel that she had developed materials of her own. She used a number of things dealing with current events and had used the Weekly Reader, particularly in connection with some of the map exercises that she had received at the workshop. She did feel, however, that she had to "bring down" some of the maps she has received because they were too detailed for her particular 5th grade students.

10. Nothing that she could think of other than the Weekly Reader.

11. She did share with the other 5th grade teachers and she did share the list of addresses of the consulate with one 6th grade teacher who she knew was quite interested in these types of materials.

13. She felt that she would like to see a workshop on assertive discipline offered for teachers.

This is a summary of an interview held with Teacher #6 at School D on Monday, October 19, 1981, in the morning.

1. This teacher is in her fifth year in the profession and has spent all five years at this particular school.

2. She feels in the area of world history that it is necessary for her children to be able to identify countries, continents, and have map studies skills. She feels that they need a general knowledge of cultures and cultural awareness--particularly regarding similarities and idfferences between and among people. Finally, she feels it's necessary to develop a historical perspective of the world from the Phoenicians to the present.

3. She feels it's quite necessary to include global perspective in the curriculum. She feels it's necessary that you have the time to do what you'd like to accomplish. She feels that the materials she received at the workshop tend to relieve some of the boredom with the regular school curriculum. She feels it's boring to simply read and do spirit master stencil duplicated efforts. She further felt that incorporating global education material was a way to bring the world into the curriculum and certainly was a departure from the traditional approach.

4. She learned of this workshop through the other social studies teachers because a pamphlet had been sent to them and she attended because she wanted to learn to do a better job in teaching social studies.

5. It really was an individual decision yet all four teachers who taught social studies in this particular building did attend and were granted professional leave.

6. Her perception of the workshop program was that it was excellent. She particularly liked some of the exercises which were held in the afternoon. Human Bingo, which she liked when it was presented in the workshop, was used with her students. Some of the exercises she's incorporated in learning centers. She used the idea of the trip to India from the workshop and is trying to actively incorporate social studies and mathematics into her classes.

8. She felt that the materials she received were quite valuable. She mentioned particularly the list of products in product identification which was one of the exercises she participated in and she's used that with her students quite successfully. She also used the exercise "All Around the World" and the exercises involving food. In addition, she's used other materials with students based as individual study materials.

9. She has not developed what she considers to be materials of her own.

10. She does use certain spirit master stencils from commercial publishing houses on a year-to-year basis.

11. She really didn't feel it was necessary to share with the other teachers because the entire social studies department attended the workshop.

13. She felt she'd like to see materials which helped the regular classroom teacher in their teaching activities. One of the areas in which she would like help is in working with educable mentally retarded and learning disabled students in the regular classroom. They have in their school a number of such students who have been "mainstreamed" and she feels a

degree of inadequacy in adjusting to the individual differences of these students. She further added that she felt that the state was lacking in helping regular classroom teachers in this area.

This is a summary of an interview held with Teacher #8 at School F on Tuesday, October 20, 1981.

1. This teacher has been teaching 1st and 2nd grade for a total of 12 years. She's been in the profession for 12 years.
2. Her major objectives, as she perceives them, are: 1) to follow the township curriculum which includes, at the 2nd grade level, community services; 2) to look at the way in which the community in which the school is located interacts with the state, national and international populations.
3. She feels that the use of global education is just great. At the 2nd grade level, where she teaches social studies, she uses at least two different map exercises and they also compare the city of Chicago with a rural community. Their own community is a suburban community; there are a number of comparisons that are drawn.
4. She learned about the workshop in a letter to the chairman of the social studies committee for the local school. They are an IGE school and she happens to be the S. S. representative from her unit on the social studies committee for this particular school. There were five other teachers from the school in attendance at this workshop (the entire social studies committee in this case).
5. Her reasons for attending were that she thought it would be stimulating and interesting--also a boost for the curriculum.
6. Her opinion was that the social studies workshop was quite helpful to her and she felt that she was probably one of the few from their particular group that felt that the workshop helped and did what they wanted it to.
7. Yes, she'd used the new methods and materials, feeling that even though she taught 1st and 2nd grades, that the concepts and ideas can be taught and enlarged upon. As an example, she used an activity from the book comparing Chicago and Montreal but she modified it to the extent that it was a comparison of the people of Chicago with their own community. In addition, she stated that her children had a great deal of fun playing the game called "Touching....." She also used handouts involving food and the distribution of food. She had duplicated one handout. This was used in a health class which was interdisciplinary in nature.
8. She found the materials to be quite valuable, yet she also felt that because of the level at which she taught it took a great deal of adaptation and modification to bring it down to the children's level.
9. No, she had not developed materials of her own, but rather adapted and modified those materials which were provided her.
10. She tends to use materials on Japan every year. She usually has one or more children of Japanese descent and uses the parents as resource persons.
11. Yes, she had shared these materials. Last year she shared them with another 2nd grade teacher and she was also sharing materials at the present time with other teachers who were teaching social social studies in the same unit.
12. She'd like to see a workshop developed in communicating with other faculty members and opening the lines of communication even more.

This is a summary of an interview held with Teacher #10 at School H on Wednesday, October 21, 1981, in the afternoon.

1. The teacher had been teaching for a period of 12 years--ten years in social studies at the particular building in which he presently taught.

2. He felt that the most important aspects of his program were: a) that of skill development for his students--particularly as it dealt with the use of texts, the atlas and map skills; b) attempting to bring about attitudinal changes in students with regard to the different cultures and cultural patterns of the peoples of the owrld; c) that the students would understand the interrelatedness of the peoples of the world and the interdependence that we have toward one another.

3. He felt that it was very important to include global education as part of the social studies program--particularly in the area and at the level which he taught, which was primarily Africa and Asia.

4. He learned of the workshop because he was on the committee.

6. His opinion of the workshop was probably influenced because he was on the program, but he said really he was quite pleased and somewhat disappointed also in the outcomes. He mentioned that he had written the embassies in order to get the materials for use in his class. He was quite enthused by the lesson plans which had been presented at the workshop and the way in which he perceived them being received and also the recption which the different materials received as they were presented. His one question was that he wan't quite sure how they were being used and implemented in the classrooms at the different schools.

7. Yes, he had used the materials extensively in his teaching areas. He mentioned that taking the pages from books--literally tearing out the pages--and using them; perhaps not in ways in which the author had originally intended but certainly using them to the instructional advantage of the students whom he taught.

8. He felt that he had used probably one-fourth to one-third (25%-33%) of the materials or adapted them for use with his classes. He also used many of the resources that he had obtained in the training workshops. He mentioned particularly the unit "Food, Food Development" by Helen Rogers. He had added 15 questions on food for use with his classes. He also felt that he had gotten a number of spinoffs from other units.

9. He said he probably modified existing materials to fit what he perceived to be the need of students that he was teaching at the particular time rather than develop new materials. He mentioned the exercise, Single Candy Bar, which he had adapted to a 7th grade setting, and he felt that this had been quite appropriate for use with his students, but he didn't feel that it would have been appropriate if he had simply picked it up and set it down in his class. Again, he mentioned that he felt that this adaptation or modification of materials was something that teachers should and did do all of the time depending upon their perceptions of the needs and developmental level of the students that they happened to be teaching at that particular time.

10. He mentioned the exercise on population distribution where he literally taped off areas on the floor. He used this consistently year after year and felt that it was a very good exercise. He also mentioned that he had an exercise that he used with which the students role-played for three days the different castes of India and they were assigned by lot to be in one

caste. He used as an example the Untouchables who weren't permitted to eat with the other students; they did not use tables and chairs, etc. This exercise carried over not only in his social studies class, but throughout the day in the entire school program. He had totten a great deal of cooperation from the other teachers and staff and certainly felt that this tended to illustrate and bring home quite forcefully to the students the different cultural pattern and religious beliefs which were a part of the Indian culture.

11. He did share with the other teachers both inter and intra building within the system. Also there was a great deal of teaming and cooperation for local workshops. He felt that the building to building sharing was probably one of the best things that had developed out of the entire global education movement in his district.

12. He felt his role as a key teacher--he said basically he was just sad it was over. He felt that he gained a great deal from the professional interchange which he had with his colleagues throughout the state, not to mention the social contact which he had enjoyed a great deal.

13. He felt that he would really like to see a workshop on computer assisted instruction.

This is a summary of an interview held with Teacher #11 at School I on Thursday, October 22, 1981, in the morning.

1. This teacher has been teaching for a period of 14 years, seven years at the school in which she is presently located. Her primary responsibility is teaching the social studies (high school level).

2. She felt that the three most important aspects of her instructional program were: a) she tended to teach the physical features of the geography of the world. She did a lot of map work and coloring. This was primarily with and in relation to an elective course; b) she tended to devote instructional time to the teaching of cultures--why people do the things they do; the religion--and she said she tended to stay away from history unless it had a direct bearing on the geography which she was teaching; c) she felt her instructional program was pointed toward the world feelings--that of interrelatedness and the idea that people might be different but being different was not "wrong."

3. She felt that she had pretty much included global studies in her classes before the Global Education Workshop. She felt it was quite important and she said it's hard to separate the materials included because of the workshop and that which she normally used in class previously.

4. She learned of the Global Education Workshop because she got a letter through the mail which (she believed) was addressed to the department head and then the information was filtered down through the department head to the staff.

5. She said she decided to attend because she wanted to get new ideas on how to "spice-up" her class. She believed the emphasis on the workshop would be on secondary level teaching.

6. Her opinion of the workshop: she felt that it was a good program except for one speaker who took too long.

7. Yes, she used the materials that were provided by Linda Woytan, also the

code of behavior and the list of rules, and she also used the unit Food: Food with her seniors.

8. She felt that the materials that she received at the workshop were excellent. She said the only problem was that they had to be adjusted or modified to her class. This took a great deal of time because she was using a new book and other additions to the curriculum which meant that they needed to be constantly adding things. She had a number of instructional materials which she had developed. She tends to spend approximately eight weeks the first semester on U.S., four each on Latin America and Canada and the rest of the time on Europe. She said she may spend three or four days after Christmas on Australia. In the second semester she tends to study the Eastern Hemisphere: The Middle East, the Soviet Union, Africa and Asia.

10. She uses selected filmstrips and films and she also shared with me an exercise in which she asks the students to develop a new country called United America. She shared two excellent examples with me which showed the way in which the student incorporated all the various aspects of the course in this culminating exercise. They designed a new country, a new capital, redrew or drew state lines for the entire continent of North America. This was an imaginative and challenging activity.

11. She said she really didn't have an opportunity to share too much. She taught all of the geography and that in many respects she felt somewhat isolated in and insular because of this. She added that she looked forward to going to these workshops because of the opportunity for the professional interchange with others in her area.

13. She said she'd like to see workshops at which ideas were presented to liven up the social studies curriculum--particularly U.S. history and government. And then when she mentioned government, she said particularly teaching state and local government should be offered at high schools.

This is a summary of an interview held with Teacher #12 at School J on Friday, October 23, 1981 in the morning.

1. This teacher has been employed for five years at the particular high school in which she is presently located and she has a total of 22 years in the field. Her background is that of English, social science and music. She holds a Ph.D. degree.

2. Discussing her goals, she simply felt "learning is learning." She did attempt to stress the area of communication: the skills of reading, writing, listening and speaking. She felt in the field of literature she liked to have the students read in those areas dealing with the human condition. She felt that many of these had a very strong and direct relationship to the social sciences.

3. She felt that the incorporation of global education into the curriculum a necessity. She believed that dealing with ethnicity in the urban, suburban and rural cultures or sub-cultures helped her students. She also felt it important to look at differences between persons because of sex mores in various time periods.

4. She learned of the Global Education Workshop through the National Council for Social Studies inasmuch as she serves on the Rural Education Commission of this particular organization.

5. She decided to attend the workshop because of her interest in global education.

7. She stated that she used ideas obtained at the workshop. She rarely used the materials as they were provided because she was constantly remaking and evaluating all of her materials every year; therefore, the materials she obtained at workshops simply served as sources of ideas which were incorporated into particular programs based upon her perception of student needs.

8. She said that she never found a piece of material yet that she couldn't use or modify in some way for her instructional resources.

9. Yes, she said she developed materials all the time. (See the answers to the questions above.)

10. No, because she was constantly redoing and reevaluating and reworking all of her materials all year, every year so that she didn't feel that she repeated any.

13. She felt that because of the particular nature of the school laboratory in which she taught that the people from the Department of Public Instruction were not making the maximum use of the opportunity which presented itself. She said that she hadn't seen DPI people in the building. Attempts to develop cooperative pilot programs and experiments between the DPI and the laboratory school personnel have not been fruitful.

This is a summary of an interview held with Teacher #14 at School L on Monday, October 26, 1981, in the afternoon.

1. This teacher has been in the profession for a total of 23 years and has been teaching at what she termed the "evolving middle school" for the past 14 years. It had other designations but basically it was the middle school area in social studies. She also mentioned that she taught in a very conservative community with some families religious preferences close to the Mennonite religion.

2. She felt that a) one of the primary objectives of her program was living in the world as it is today and that you had to be flexible enough as both individuals and nations to exist and b) knowing your individual limits, but she also felt that it was necessary to get the children to be permitted to, as she put it, "fly"--that is test their own limits and actually be permitted to fail, and c) that it was necessary for the students to have a general knowledge of the world and its people and to accept them as they are, but don't judge.

3. She felt that she'd been using and incorporating the concepts of global education into the curriculum longer than the word has been there.

4. She actually attended the Global Education Workshop because it was a continuation of a summer workshop that she had taken from Ann Ochoa. It was actually a part of the course requirements. She then added that she probably would have gone to the workshop even if it had not been required. At this point she discussed the necessity for getting the notices to people in time so that they can attend. She felt that the notice that was provided wasn't printed by the time their school had closed. This is a rural area and they do close early in thespring. She felt that this was not just confined to D.P.I. notices. She mentioned a Ball State workshop which was being held. There is a Board requirement in her area that notice

be given and attendance approved at least one month in advance of attending the workshop. When the notices came out late this imposed a particular hardship. Going back to the slow spring notice, while she attended, she was actually in violation of Board policy because by the time the Board had approved the attendance the workshop had been held. She also mentioned that perhaps in a bigger system there was more flexibility, but they were a small rural system and these were the rules under which they lived.

5. As stated above, she had to go because it was a follow-up to the summer program; however, she is interested in the topic.

6. Her opinion was that it was an excellent program and she said like many other one-day workshops it was simply a fact that you had to push people. She felt that they were constantly being pushed to get all they could. In many ways this was good, but it still didn't permit some of the indepth discussion and study that she would have liked. She did feel that the D.P.I. workshops were greatly improved over what they used to be inasmuch as they were 1) better organized and 2) drawing better speakers. With regard to this she felt that only one person was unprepared at the workshop session that she attended, and she didn't feel this was his fault because he had been given a very short time to prepare.

7. Yes, she had used the materials that she had received. In some cases she adapted these materials and then simply set them down in place.

8. She felt that the materials that she received at the workshop were excellent. In fact, she stated that she had bought materials that she didn't feel were that good.

9. She had developed materials; however, she chose not to share them as, in a couple of instances, she felt that her ideas had been "pirated" without giving her proper credit.

10. Yes, she used a debate format every year and also she did have children write reports and while the subject matter of the reports varied, the idea of their writing and communicating in written form did not. This also served as a vehicle to get them involved deeply in materials contained not only in the school library, but in the public library and other information sources that they might develop.

11. Yes, she tries to work together with the staff at after school meetings, however, this is rather difficult at times because some of the staff members are involved in coaching and they go immediately from the classroom to the athletic field. There was no time at faculty meetings and teachers don't have input into local days for inservice training; therefore, all of the sharing which was done was done on a purely informal one-to-one basis as time for meeting and discussion became available. This is rather hectic, as she has 11 preps daily in five areas for sixth and seventh graders with multi-categorical learning problems.

13. She would like to see some form of a reading and a discipline workshop developed. And she said you might even want to use some "sneaky" word besides reading. She appreciates what the state D.P.I. has been able to do so far.

This is a summary of an interview held with Teacher #15 at School M on Tuesday, October 27, 1981, in the morning.

1. This is the teacher's fifth year teaching in this pre-kindergarten school and it is her fifth year in the profession.

2. She feels that one of her prime objectives is providing an educational service for inner-city youngsters. Her second objective is to teach the children to act in an independent manner and to provide day care service for parents who work.

3. She feels in order to provide global education for her pre-school children she must modify the units, yet she tries to teach the concept of interdependence of the peoples of the world. She also tries to teach the ways in which we use trees.

4. She learned of the global education workshop through her administrator.

5. She decided to attend this workshop because she wanted to gain something for herself. That is, new ideas and new activities that she could bring bring back to her classroom for enrichment purposes.

6. She did not feel that there was a great deal available for her particular pre-school level. She did mention one speaker who recommended the book Strategies for Teaching Economics--Part II which she had obtained and was adapting to her particular level at the time of the visit.

7. She had used the list of embassies in order to obtain materials, particularly regarding the counties of Africa and also several of the other countries and continent groups.

8. She felt that most of the materials she received were good but were too difficult for her level. She felt a very strong need for pre-school and primary materials. She hasn't found any of these, yet she is still looking.

9. Actually, she didn't feel that she'd developed much of anything except for some of the economic materials, and she was using cut-outs of firemen, policemen, etc.

10. She stated that if it seemed appropriate at the time she'd use materials year after year but she tended to examine the materials in light of her perceived needs of the students at the time she was dealing with them. She mentioned that the composition of her group changed a great deal from year to year, as well as within the year, because the parents were highly mobile.

11. Yes, she did share the materials she obtained at the Global Education Workshop with her assistant. In fact, they were working on some of them at the time of the visit. She is located in a church which tends to isolate her from other teachers and they are not provided with the time for a great deal of sharing with their colleagues who teach elsewhere throughout the city.

13. She would really like to see a workshop provided for pre-school teachers in which geography and science would be the topics at the pre-school level and how various activities might be implemented to develop a global awareness among very young children.

This is a summary of an interview with Teacher #16 at School N on Tuesday, October 27, 1981, in the afternoon.

1. This individual is in her third year of teaching at this school and her third year in the profession.

2. She felt that the main thrust of her program was the teaching of map skills which enabled her to relate the United States to the rest of the world. A second thrust was teaching the children of the interdependence of all peoples of the world. Third, she used current events quite a bit in her classroom and she tried to relate the world and the U.S. position to see areas of commonality as well as disagreement. She used a great deal of comparison and contrast.

3. She felt she simply loved to include global education in her social studies program and she said she used it in her own way.

4. She learned of the Global Education Workshop through the workshop conducted

by Ann Ocha and attendance at this particular session was a requirement of the course. Therefore, she had received theinformation directly through the Ocha course.

5. She decided to attend because it was a matter of course requirement.

6. She felt very strongly that the Global Education Workshop was quite worthwhile as she obtained a great amount of information. She did feel that there was a degree of repetition, however, had she not taken the summer workshop from Ann Ocha she felt a lot of the ideas would have been quite new to her. She did want more information regarding the relationship of Indiana and the world.

7. She had been using the ideas but she was still having difficulty in knowing exactly how to implement them. She was doing it actually by bits and pieces, choosing those activities which seemed most appropriate for her particular group and attempting to integrate them into her already existing social studies program. She had engaged in a project using the list of embassies. She had her children write to the embassies in order to obtain materials. She also integrated some of the materials into a project when the children prepared written reports on various countries throughout the world.

8. She really liked the materials which she had received, however, looking back at her remark above, she did have a hard time incorporating some of them into her existing social studies program. However, she continued to adapt and adopt those materials as appropriate.

10. Yes, there are certain materials dealing with global education which she does use every year such as maps of Indiana and the world. She uses certain energy materials every year and she felt that one of the difficulties she's having, as she stated, was that last year she was teaching sixth grade and this year she's teaching seventh and eighth grades and this has required her to adhere very closely in some instances to the textbook which does cut down on the amount of innovation she feels she can do at this time.

11. Yes, she shares with her colleagues by leaving materials in the teachers' lounge. She did tell what she had done at the summer workshop at the opening staff meeting in August. However, she had not had an opportunity, other than leaving the materials from the Global Education Workshop in the faculty lounge and talking with people on an individual basis, to share materials and ideas from the September meeting. Also gave English teacher material on foreign language in Indiana. She said material was very good.

13. She'd like very much to see a workshop on teaching literature and short stories for the middle school student. She felt that this might well be related to world cultures. If that was not appropriate she would like to see another workshop conducted on dealing with the various cultures of the world with large amounts of materials being made available.

This is a summary of an interview with Teacher #17 at School O on Monday, November 9, 1981, in the morning.

1. This teacher had been in the profession approximately seven and a half years teaching social studies and had an additional three years of teaching experience in the field of business.
2. She felt that the main thrust of her social studies program revolved around awareness of the world on the part of the children, very definite

skill development, thinking, reasoning, writing, in addition to map skills, and those skills directly related to social studies. Another area that was quite important was the acquisition of basic skills in order to be able to deal with what came next in the educational cycle.

3. She used global education as a comparison. She used it as a part of her world history class in which she attempted to relate the past, the present, and do some work on the future.

4. She had learned about the Global Education Program through Anne Hoffman who was involved as a key teacher.

5. She decided to attend the workshop because of Ms. Hoffman's enthusiasm--approximately 75%. In addition, she was interested in seeing what focus the global education would take as it related to international events.

6. She went to two sessions and she felt that the first was very interesting, the second quite boring. She felt there was very little new given her in the second or afternoon session. She felt that the morning session was quite enlightening and the presentations were well done and provided a large number of materials. She felt the afternoon sessions were a duplication of materials in the first session. She felt, particularly for the second session, that there was a dichotomy in the audience--for some of them this was their first time to be exposed to global education and there were experienced persons who had most of the information. She felt that once the information was presented she was ready to move on to something new, different, and more challenging to her as an individual and teacher.

7. She's used the materials on productivity and products. She uses decision making and the simulation games. She felt that the student enjoyed the simulation games. She said she's always amazed with the particular group with which she deals that they're so narrow in their concept of the world and the people about them. She liked to teach the concept of interdependence. She did a unit on economics. She felt she used about a half-dozen of the units and suggestions that she had obtained at the workshop. Again, she felt that much of the difficulty in using the materials was the time involved in adapting them as well as the class time involved in utilizing them.

8. She felt that the materials that she had received were quite well done. A lot of the materials were geared to the elementary level, and she found them unusable. More structured teachers might find it hard to look at this particular type of exercise.

9. No, she'd not developed any individual materials on her own.

10. She felt that she didn't use the same materials year after year. Rather she changed with the times and she liked to use a lot of current events and current topics. She used the daily newspaper and current magazines and some of the workshop materials--she tried to keep her map exercises current and up-to-date.

11 There were three individuals who went from the department and she gave some of the materials she got upon her return to another colleague with whom she teamed. She had not worked with the foreign language teachers in her department because they had no time. She said she didn't get to see the teachers in her own department let alone anyone else and that there was very little if any time available for an interchange with her colleagues other than the individual with whom she was teaming and they and they did have the same planning period.

13. She would like to see a workshop done on Western European nations and she would like to see something where the young people of these nations were compared with others about the world and this might aid and assist her in her teaching.

This is a summary of an interview with Teacher #18 at School O on Monday, November 9, 1981, in the morning.

1. This was his fourth year of teaching in this particular building and his fifth year of teaching. All of his teaching had been in the area of the social studies.

2. He felt that his main objectives were: a) getting students to see different cultures from different perspectives; b) understanding the interrelatedness of different cultures to our own using comparison and contrast; and c) to get the youngsters with whom he dealt to see our own culture through the eyes of other persons with different cultural backgrounds.

3. He felt that he enjoyed including global education in his teaching and he felt that it was quite necessary because when these students got out of school it was almost essential that they understood the interrelatedness and interdependence of people in the world.

4. He learned of the workshop availability through Ann Hoffman who had been a key teacher and with whom he had team taught.

5. He had decided to attend 1) because of Ann Hoffman's involvement and 2) because he thought he probably had been teaching this way without realizing it. He thought he'd really like to see what others were doing and get some ideas.

6. He felt that the workshop went quite well. It wasn't quite long enough for him because he felt that it took time to obtain thorough explanations. He found the materials presented in both the morning and afternoon sessions to be quite interesting and challenging.

7. Yes, he had used the list of embassies which he obtained and he thoroughly enjoyed the presentation by Linda Wojtan.

8. His opinion of the materials was that they were very good; it was quite informative and he felt that some of the things showed where he could get additional information. He particularly enjoyed it inasmuch as he was going about building his own resource file based upon materials he'd obtained at the workshop. He said he wasn't through the materials yet, but he still was reviewing them whenever he had time.

9. Yes, he had developed some materials of his own such as a listing of foods. He wanted the youngsters to determine where this particular food originated and he felt that this was a very good exercise and he was carrying this on in some depth.

10. No, he didn't feel that he used the same materials year after year. He tried to keep current and he was trying to relate the materials to his particular textbook which they adopted which is World Geography by Allyn and Bacon. (The other area, junior high, again preferred Afro-Asian World.)

11. He had shared the materials with a new teacher who had just been hired that year and he found this professionally gratifying as this individual had very little material and he felt it was a great help to her. He would have liked to have another kit in order to be able to give her the complete packet and then work from there.

13. He felt in another workshop he'd like to see something presented on the Soviet Union by way of comparison and contrast because he felt that what most of the youngsters learned was media propaganda. He thought he'd like to see a truly "good" presentation and to show how it is possible to understand various peoples of the world even though you have a conflict in ideology.

This is a summary of an interview with Teacher #20 at School Q held on Tuesday, November 10, 1981, in the early afternoon.

1. This was his 14th year in teaching. He had taught four years elsewhere and he had been in the corporation in which he was presently employed for the last ten years--nine years in the junior high school and this was his first year of teaching at the high school level in this corporation.

2. We talked about his experiences using global education in the junior high school where he taught the previous year as he didn't feel he had much chance to incorporate the materials into the highly structured curriculum which he was using at the senior high school level at the present time. He felt that the junior high school offered a great deal of flexibility as he taught 7th grade Non-Western World and he had adapted a number of the exercises to be used at that time. He also had worked very closely with other members of the staff at the junior high level and had done some team teaching.

3. He felt that he couldn't believe it took him so long to start using global education in his teaching and he felt that it was just so natural. He felt this delay was caused by his own ignorance.

4. He learned about the workshop through his department chairman.

5. He had attended the Global Education Workshop because of the urging of his department chairman. He'd been told that if he didn't want to do it he could stop but that he felt that the first meeting of the key teachers had been quite interesting and he had had the opportunity to share and gain from other peoples' experience. Therefore, he was quite pleased to continue as a key teacher because he felt that he benefited a great deal from the experience.

6. He enjoyed the workshop program. He said really the only part that he didn't enjoy was when the financial difficulties were explained to the key teachers. He said that when the talk was about money he didn't really think that they (key teachers) needed to bother with that. He was more concerned about what they could put in and couldn't put in and how to decide what to include and exclude. He felt that the financial considerations were the concerns of the D.P.I. personnel and the people who had written the workshop proposal and that the key teachers needed to be involved only in finances as it set the parameters under which they work and he felt that they really didn't need to take a half-day for explanations.

7. He felt that he had used these materials a great deal at the junior high level. He usually used them to introduce units. He used six different Non-Western cultures. He felt it was hard to use the materials as a part of the curriculum; he simply used it as a beginning. We then discussed the perception that people might have had who organized the Global Education Workshop who wanted to use the individuals who attended these workshops to

affect curriculum change. He felt that they really wanted them to be the cutting edge, and he felt that the way in which teachers adapted and used these materials tended to give it a ripple effect. The teachers were not engaged actively in curriculum dynamic change and any change that came about in the curriculum came about through the ripple effect, not through the cutting edge. We then discussed in some depth how he would have had to attempt to change all of his colleagues' views, and he felt that would simply be a total waste of time. He thought it would be quite useless to attempt to do this so he tried to talk to them about the use of the Global materials through the ripple effect.

8. He felt that they were very good materials that they received. He said that there were a lot of people working hard and they certainly weren't developed overnight. It took an awful lot of effort and he felt that the effort showed through and would be greatly appreciated by those people who had received it.

9. He said, yes, he had developed instructional materials. In fact, one of his instructional units was utilized in the materials provided teachers at the workshop. It had been greatly edited because of its length, but he felt that the substance had been retained and that it was quite useful.

10. He felt that he did use some materials year after year. He said he used a couple of films on comparative religions in his Non-Western course. He said he felt that whether you used or reused materials year after year depended upon the type of program and the availability of new materials which might supplant the old.

11. Yes, he shared the materials within his team and at the departmental meeting but he had never been given an opportunity to share with the total faculty. He had not had the opportunity to share with his colleagues in foreign languages.

12. His feelings toward being a key teacher were quite positive and he had gone into it in some detail in answering the other questions.

13. He's not sure that the message given at the workshops gets to the people who have a need to know. He felt that there was a breakdown in the distribution of notification of these workshops. He thought that perhaps if the State Department was sponsoring workshops that there should be a listing well in advance in the News and Notes. He said he perused News and Notes in detail. In fact, he showed me the file which he kept in which he mounted each issue and made marginal notes on what he wanted. He felt that there were actually principals who resent people being out from teaching attending workshops. And he felt that this attitude tended to be counterproductive to effective instruction yet he did feel that it existed and he felt that the principals made quite arbitrary and capricious decisions regarding the dissemination of information. He felt that the teachers had the right to know in order to make decisions even if they wanted to spend their own funds in attending these workshops--if the district couldn't make them available. He felt that in many cases the information was not getting down to the people who had a need to know (teachers).

This is a summary of an interview with Teacher #23 at School T on Wednesday, November 18, 1981, in the morning.

1. This individual has been teaching at this particular school for a period of 15 years and is responsible for teaching social studies, grades 4 through 8.

2. Rather than identifying specific objectives because of the wide range at which he taught he used examples of various exercises he used in grades 4 through 8 with his students. (These will be used later in the interview)

3. He felt that it was quite essential to include global education in the social studies program. He felt that he had been doing this for a long time, but he was most appreciative of the workshop because it enabled him to identify a lot of the things that he had been doing but also to take a look and organize his instructional objectives more closely.

4. He learned of the Global Education Workshop through an announcement which had come to his principal and had been directed to him.

5. He decided to attend the workshop because he felt it looked quite good and would provide him with additional information which he could bring back and use with his students.

6. He felt that the workshop did accomplish all he expected it to do. He had used many of the materials and was quite enthused by the many presentations.

7. Yes, he had used them, but he had modified many of the suggestions. The following is a brief summary of some of the activities: He had used speakers from both Africa and Italy. The speaker from Africa was from Ghana, West Africa, who also brought a friend of his from Nigeria. With regard to narcotics he regularly used two detectives from the Narcotics Bureau in the city who came in and talked to his 8th grade students relative to the use of noncontrolled substances. He also took field trips which he used as an introduction or culmination to different topics. He called it Historical and Other Paintings by American Artists, and he felt that this enabled the youngsters to get a very good background on some of the American history.

   His 8th grade was involved in Project Business which includes tours of industry, stock brokerage firms, bank tours, and a luncheon at a local private club. The global education aspects of this involved the international trade of a particular industry and the way in which it relates to the local economy. They also utilized a TV game for current events. In this particular case the students were involved as examples of this news game in both a newscast and an indepth feature on a local TV program entitled PM Magazine.

   Field trips are taken to local parks involving prehistoric and local historic figures. In this case, it's the Mounds and the Lincoln State and National Parks. This individual also engages in a geneologic after-school study group called Project Trace in which students do geneological studies. They use newspapers in the classroom and study current events on a regular basis. At the 7th and 8th grade levels they study editorials and political cartoons. Films and filmstrips were used regularly. They interviewed

older people during a study of the Great Depression, an oral history type project. They use puppets and plays to make up shows and other continuing activities.

8. This individual felt that the materials received at the Global Education Workshop were quite good and he was taking steps to incorporate these into his already existing social studies program.

9. He wasn't really sure that he developed materials on his own as much as he adapted materials provided by others to his particular program. However, he felt this was quite difficult to define because after you've used materials and activities for a certain time you made your own innovations. You really weren't quite sure what was adapted or modified and what might be new and original. He also felt that the materials he used were modified from year to year in order to be of the greatest value to the students that he was teaching.

10. He did tend to use some of these projects, such as Project Business with his 8th grade, year after year.

11. Yes, he shared materials; it was strictly on an informal basis and if teachers needed help in particular areas, he would provide them with the materials he had.

13. He'd like to see more materials done on a global education basis. He was quite pleased with what he got and he'd like to see a sharing of more materials.

This is a summary of an interview with Teacher #24 at School U on Wednesday, November 18, 1981, in the morning.

1. This teacher has been teaching for 13 years in the field of social studies and in the present school for the past 11 years, primarily teaching 6th and 7th grade social studies--global studies and world geography.

2. He felt his primary elements for the social studies evolved about the teaching of maps and other related social studies skills; global interdependence of people; and citizenship skills. He particularly liked to talk with youngsters this age about being on time and having the materials that they would need to participate in class activities with them.

3. He felt he was with the global studies 100 per cent. He felt it was vital. A lot of teachers have used global studies in the past and certainly must continue to be emphasized, particularly in view of our international involvement with the peoples of the world.

4. He learned of the Global Studies Workshop because he was on the committee and a key teacher.

5. He decided to attend because he again was on the committee and the program; and, as he said, his involvement with global studies went back a long way (as near as he could recall it was back about 1974 when he became acquainted with John Harold and the work he was doing).

6. He felt that the workshop was excellent. It was both well attended and well received.

7. Yes, he had used a number of the materials and those used from the workshop tended to vary year to year as he perceived the needs of the students. He felt the units were quite valuable. He thought he'd like to have more of them. He particularly enjoyed going over the materials in his own file in order to update them.

9. Yes, he developed materials both for use in teaching U.S. history and the pre-Civil War, also others on global understandings. He developed materials dealing with Japan in view of his involvement with Japan Studies Institute (JISEA) last year.

10. He had a couple of units that he had used. He called one Learning with Enjoyment" (produced at University of Illinois), which dealt with Japan and another called "Children's Palace" which dealt with China. He also had other materials that he used on Africa dealing with people's perceptions and misconceptions of that continent and its emerging nature in world affairs.

11. He tends to share his materials on an informal basis. He said because of the nature of his teaching, he served as social studies coordinator for the entire building and when and if teachers have problems involving maps or anything else, they simply will come to him and he'll try to give them any materials he may have that he thinks will help them with their instructional problems.

12. Yes, he was a key teacher and he felt that he found several advantages to this. One was that in working with other teachers he had to go back and look at all the things that he had available. It really caused him to sit down and go through his files which was professionally rewarding because he might have some materials that he had forgotten about or hadn't used recently. Plus, he felt he learned about other sources that he could use, and he believed the professional association with other teachers was most rewarding because he not only enjoyed the formal exchanges that they did but he also enjoyed the social occasions where they were able to discuss common interests and problems on an informal basis.

13. He didn't mention the workshops that he would like to see but he thought that the D.P.I. should attempt to get their workshops to where the people are. He felt that one of the problems involved with workshops was "springing people." That is, he wanted to see them work with local school corporations where they would have more of an opportunity to get teachers to participate, rather than having them travel long distances for these workshops. He also felt that the D.P.I. could become more deeply involved with in-service instruction at the local level, which would tend to get more people involved. He did feel that there might even be administrative coercion--meaning that many times administrators didn't share information about workshops because they might view it as too expensive or too much trouble or that it infringed upon their budgets. He felt that a lot of the materials that they were getting--they got a lot on China and Japan now--he would like to see workshops developed dealing with Africa and Latin America. He also felt that it was good to have examples of how these materials should be used. He used the example of the simulation game. He said that he wouldn't have used the simulation game unless he had actually played it himself. He felt that the more deeply people became involved in the actual hands-on experience, the more likely they were to use the materials.

This is a summary of an interview with Teacher #25 at School V on Wednesday, November 18, 1981, in the afternoon.

1. This teacher had been teaching for 24 years--all of it in the same private school even though the buildings had changed. She had been in both the old and so-called new building. Global education materials were used in the 7th grade World Geography and in the 8th grade American History.

2. She felt that the objectives that she liked to see were in political geography. They studied geo-political geography and the various forms of government which existed in various nations. The second objective was to find out about their family background. She mentioned that this was a community with a strong German background and they studied the family trees in an effort to relate that which occurred around them to the cultural and ethnic background of the families.

3. She tried to also relate her objectives to that which she felt the children enjoyed. They studied different countries; they used comparison and contrast and they studied the world as one community. She felt that global education was simply a part of the everyday curriculum and she attempted to integrate these aspects into her regular program wherever possible. She used several of the materials obtained at the Global Education Workshop.

4. She received the information because of the principal that she had had the previous year (who is no longer in the school) asked her if she would like to attend the workshop. She felt that one of the strongest aspects of the Global Education Workshop and that which tended to "spring" her was the fact that they did pay the substitutes. This being a private school, she doubted if she'd been able to attend if the local budget had had to pick it up.

5. She chose to attend because she thought it would be well worth her while. From the information that she received on the preliminary announcement she thought it was a "good looking" workshop.

6. Her remark was "Oh! Oh!" She felt that it was certainly worthwhile, and she had obtained a lot of materials. She also communicated what she had gotten at the workshop with the principal when she came back and her principal had told her simply to "run with it; and to do what she felt was best for the education of the youngsters.

7. She had used any number of units. She used Japanese materials and she related food and cultural aspects of it and she'd also had the children write and send away for various materials. She used the TV news game which dealt with current events and showed me the materials which she received every week and mentioned how her children looked forward to this.

8. Her opinion of the materials which she received was that they were quite strong, very clearly written, and had a lot to recommend them. She particularly enjoyed the simulation games where she had gotten involved at the workshop and also had been able to get her students involved. She felt that some of the materials she couldn't use but simply loved having them available for future use. She said she went back over the materials from time to time in order to refresh her memory.

9. She stated, no, she had not developed her own materials. She borrowed a little here and she borrowed a little there, based upon her perception of the students' needs within the program she was teaching.

10. Yes, she did tend to use some exercises year after year. For instance, the students each were given a country and they wrote reports and they integrated a lot of basic research skills into this. It involved mapping skills as well as corresponding and attempting to get materials from embassies, etc. She liked to introduce or reinforce the youngsters' use of graphs and charts in doing these reports. She said also some of the students included recipes for different foods. They might prepare a food at home and bring it in. In fact she mentioned the next day following the interview that she had no idea what food the youngsters were bringing in. She had been asked if they could take their foods directly down to the cafeteria and put them in the refrigerator. She said, "Well certainly," and it was going to be a surprise for the entire class. She also mentioned that she had a high degree of parent involvement both with these reports as well as the current events news game. She also used a newspaper for current events. She had used the newspaper program provided by her local newspaper.

11. The diocese had held in-service workshops and the schools cooperatively prepared their own workshops. She also said that within her own building she was free to share with other teachers, but she'd used the workshop method to share with the eight schools in the diocese as opposed to only the ones in her own school.

13. Workshops she'd like to see presented include more on global education. She hadn't seen too many language workshops any more and she'd certainly like more of that. She'd like to see if it wasn't possible to integrate language and language arts programs into global education. She also mentioned the way in which information was shared that if the principal feeds the information to you, you're OK. If the principal decided that they didn't have the budget, she felt that a lot of the stuff could simply become buried. She said she personally wouldn't mind Saturday workshops. She wasn't sure how many teachers would do this, but she felt that she really would be happy to attend Saturday workshops if they were scheduled.

This is a summary of an interview with Teacher #5 at School D on Monday, October 19, 1981, in the morning

1. This teacher has been in the profession for eight years and has been teaching in this building for three years--all three of these years at the 6th grade level teaching social studies.

2. She felt that her social studies program was designed to make the children aware of the world around them, to view history as it applied today, and inasmuch as it is possible to learn from the past and solve today's problems based on past experience. Finally, she felt that it was essential that students learn the basic skills of map reading.

3. She felt that global education was the necessary part of the total program. the particular social studies program that they're using in the 6th grade deals with the Eastern hemisphere which includes Europe, Asia and Africa, and as she put it, barely covers Australia. Australia is studied in relation to the study of Great Britain.

4. She became aware of the global education workshop through the flyers that were sent to the school.

5. Her particular reason for attending this workshop was that the books that they are using in social studies are fairly new and she'd felt she'd just gotten back into the social studies field, this being her third year, and that it was an opportunity to learn something that would be of value in teaching. She felt that when an opportunity was handed to an individual, they should take it.

6. She was quite pleased, with the wealth of materials which were provided the workshop participants. She felt that the sessions dealing with the individual application of materials were of less value than the morning "lecture" sessions.

7. The materials which she used: she liked the materials which were provided about Japan and the Orient even though they were at the junior high and senior high school level. She had written down and adapted some of these materials for use with her 6th grade class. She also dealt with some on the Chinese cultures as well as India.

8. As she said, after we discussed the ways in which she is implementing them, she really liked the materials she received and probably wished that she had more materials written for her students at the upper elementary level.

9. She said that she really hadn't developed anything spectacular. She does do a number of bulletin boards in relation to the instructional units, and for those she's collected a lot of materials which she uses to develop interest in the bulletin boards and the unit in that way.

10. She said, while she does use learning center type things every year and she also liked to get into values teaching, she felt one area of the curriculum which was particularly neglected was Mexico, "our neighbor to the South." She feels that the students miss out when Mexico is not specifically dealt with at the elementary level. Every year she also tries to use members of their particular community as resource persons. She mentioned last year having used one parent who was from Kuwait and a second individual in the community that she uses in studying Great Britain. This individual is originally from Scotland and brings visual aids and other materials and she feels it's quite a worthwhile presentation. She tries to incorporate this woman as a resource person every year.

11. She said, no, she really didn't try to work with other teachers because most of the teachers went to this particular global education workshop.

13. She'd like to see a workshop done on developing children's self-concepts. She feels it's quite necessary that this work be done on a continuing basis with more emphasis being placed at the elementary level.

This is a summary of an interview with Teacher #7 at School E on Monday, October 19, 1981, in the afternoon.

1. This teacher has been in the education profession for a total of nine years. It's her fifth year in this particular building and her second year of teaching 4th grade.

2. She feels that her social studies program stresses cultural appreciations similarities and differences between and among people, and the idea that we live in a constantly changing world.

3. She feels that the incorporation of global education is a "real good idea." She feels this way because not everyone lives as do the children with whom she works; that different peoples throughout the world hold different values and have different lifestyles.

4. She learned of the workshop because of a flyer distributed among all the teachers by the principal.

5. She attended because she felt she needed to get information for teaching 4th grade inasmuch as that was her first year at that particular grade level. She was "looking for all of the help that she could possibly get."

6. She felt that the workshop was most valuable because it gave her what she was looking for--that is, ideas and a multitude of resources. Some of the resources which she remembered most positively were the UNICEF materials and the list of embassies. She said she now would have to try some of the travel bureaus to get some related materials. She also stated that she used National Geographic publications from the school library to a great extent.

7. She said, yes, she'd used a lot of things from the workshop: the international game, UNICEF materials and the idea of cooking foods. She had used this in relation to different foods of the world and also her Pioneer Day activity.

8. She definitely liked the materials at the workshop and only regretted that she did not have moretime to go over them and in some cases modify them for use with her students.

9. She said she really hadn't developed many materials of her own; she was still working on modifying some of the others; however, she had used some pioneer games.

10. She likes to do craft projects dealing with different people and cultures each year.

13. She'd like to see a workshop done on Indiana history and providing more sources and materials with specific application to Indiana history.

This is a summary of an interview with Teacher #9 at School G on Tuesday, October 20, 1981, in the Afternoon.

1. This teacher is in her 11th year of teaching. All have been at this particular private school and she teaches Social Studies and English grades seven through nine.

2. Her objectives--and here we're confining ourselves to the 7th grade social studies which is basic geography--is to provide basic geography skills such as map and graph reading to the students and the ability to read for facts, take an essay test and to establish the relationships between man and his culture, environment, religious beliefs, and the historical background that accompanies them. She felt that it was necessary for youngsters to have an historical background of current events and to understand that world happenings just don't occur in a void but that there are reasons behind them, and that many times it's because of the cultural background of the individuals and the history of the peoples involved.

3. She felt it would be almost impossible to teach her social studies classes without involving global concepts.

4. She felt that she was on the D.P.I. mailing list because she was the social studies department head and had gotten notice of the workshop because of this.

5. She decided to attend the workshop because in her previous year's evaluation it had been noted that she had not had a professional development component. Therefore, she felt that it was necessary that she attend this workshop. She did mention that in her particular situation it was difficult to get substitutes to support this and when you attended literally your colleagues covered for you. She said she was hesitant to do too much of this because it imposed a burden on her colleagues inasmuch as they lost their free period or planning period.

6. She was ambivalent about the workshop program. She felt that the people who were presenters didn't have to spend the time to do lesson plans with her. She mentioned the candy bars activity as an example of this. She felt that she could have gone through the lesson plans herself, and she would have preferred to get down and talk about the concerns which she felt that she and other teachers had at that time.

7. Yes, she said that she had used some materials. She liked the materials and activities dealing with the distribution of wealth throughout the world. It have the children food for thought. She does a great deal of work with economics as it affects world geography. She felt that using the wealth and food supply activity was quite good. She did it with the entire upper school near the end of the year and she felt that it went extremely well.

8. She felt that the materials that she received--particularly those dealing with the Middle East and energy were quite good--though perhaps a little overly simplistic. She modified these materials within her own classroom to give them the sophistication which she felt matched her students' needs. She also stated that she liked to use other comparative standards which were not presented in the workshops such as the availability of health care, public transportation, housing, etc. She felt that the omission of these statistics, particularly in the case of the U.S.S.R., made the comparisons inaccurate and prejudicial.

10. Yes, there are materials that she tends to use year after year--particularly those maps which are provided by Scholastic Magazine. She felt they were quite good and current; she tends to find a way to use them in her classes and has come to depend upon them and their availability.

11. Yes, she did make a presentation at one of their faculty meetings. She mentioned that this was a smaller school and she felt that it was hard to interact with other teachers inasmuch as each has the responsibility for his or her particular area; therefore, she missed the interaction of colleagues who were teaching in the same area in which she was teaching. Indeed she mentioned that at times she felt somewhat isolated.

13. She would like to see a workshop conducted on establishing communication with other social studies teachers.

This is a summary of an interview with Teacher #13 at School K on Monday, October 26, 1981.

1. This teacher had been in the education profession for 12 years and she had taught her first seven years in Reading, English and English Composition classes. For the last five years she's been teaching Social Studies at the

junior high level, 7th grade geography and 8th grade group discussion. She did say that her geography classes had strong global studies emphasis.

2. a) One of her prime objectives was to teach an awareness of the position of the United States with relationship to the rest of the world; b) for the students to come to their own opinions based upon facts not unsubstantiated opinion. She said she used a lot of Junior Scholastic materials and newspapers to help her do this.

3. She felt that Global Education had been included in her course of study. She said she was already including it; she probably just didn't realize it. She was a key teacher who had been steered to Jane Lowery in the State Department. She felt that this was probably one of the best things that ever happened to her.

4. She learned of the Global Education workshop through Jane and her principal who had been quite encouraging to her to participate as a key teacher in the project.

5. She decided to attend the workshop because of the interchange of ideas. She had obtained many very good lesson plans and, as she said, she felt that she would get materials which she could use, and she said, "I was right."

6. She felt that it was a good workshop. She felt that Roland Young contributed a great deal to it and also the people from the D.P.I. did an excellent job.

7. Yes, she had used many of the materials that she had obtained at the workshop. She mentioned using the shipwreck simulation game. Also, the Simple Candy Bar. She felt that she had more information regarding this from the previous time that she'll try to tie in with Africa. She also used the newspaper exercise. She simply felt that all of the ideas she received were very useful. She also used the Family Origin Chart when she studied the countries of Europe. She also felt that she dealt with the Soviet Union and space.

8. She had a very positive opinion of the materials she received. She felt that they were useful; in many cases they required adaptation, but still quite useful.

9. She developed materials for the workshop in Ft. Wayne and these were used at the workshop which was presented.

10. Yes, she used such things as Scholastic and maps year after year because she felt that Scholastic was quite useful in keeping interest of current events. In addition, the need for help in map skill development was there year after year with the youngsters.

11. There was no formal sharing of materials yet this was done on an informal basis. It was done on individual basis--person to person. She wasn't quite sure if the other teachers were all that interested in the packet of materials that she did place at their disposal so that they could pick and choose as they saw fit.

12. She felt that being a key teacher she got a lot of positive attitudes and many worthwhile materials. She was quite appreciative of the support which her school system had given her, encouraging her to attend and participate in these events, not only the workshop itself but the aspect of being a key teacher in which she had gone to the New Orleans meeting and had participated in meetings throughout the state.

13. She saw a continued need for these Global Education workshops as a way of updating and adapting the exercises to the changing needs of the students. She felt that these exercises made these courses come alive and felt that more and additional presentations would help in keeping the teachers current with social studies issues and methods.

This is a summary of an interview with Teacher #22 at School S on Tuesday, November 17, 1981, in the afternoon.

1. This was the teacher's fifteenth year of teaching and it had all been in social studies.

2. Her aims for the social studies program were a) to make the students more aware of world events; b) she also believed that students should look at things based upon their knowledge of the facts and attempt to establish their opinions based on fact and not simply unsubstantiated prejudice; and c) she liked students to attempt to make judgments based upon their observation and assimilation of data.

3. She felt that global education was just natural; it fit right in because of the fact that all peoples of the world are interdependent and there certainly was a lot of ammunition to support this based upon current events as well as the history of mankind.

4. She decided to attend the global education workshop because she was a part of it. In fact she participated in two different workshops.

6. She felt that the best part of the workshop was the materials received. In fact, she received a plethora of materials which she certainly appreciated. She was able to make her own judgment when she brought the materials back and had an opportunity to go over them. She also enjoyed and learned a great deal from Jim Becker's presentation and she felt that Linda Wojtan's materials and sources dealing with Japan and West Africa were very definitely of great value.

7. In discussing the materials received at the workshop she mentioned among others the following units which she had incorporated into her instructional program: A. Global Awareness Activity; B. How Dependent Are We Upon Others for Key Resources; C. Population Density; D. Triangular Trade; E. Illustrating Global Independence; F. A Polygraph on Wealth Distribution. These were only some of the ones she said she used and there were others but these were certainly sufficient to illustrate the degree of use made of the materials in this particular instructional program.

8. Her opinion of the materials were that some were better than others. She felt that the collection of suggested activities was quite good; there were some that she couldn't use, but that was a matter of individual preference. She felt that, among other things, she'd like to see more free materials provided teachers because the more resources the broader were her choices relative to the ways in which they could be incorporated into her particular instructional program.

9. Yes, she had materials incorporated into the Global Education program and the junior high level. She did write lessons and they were incorporated.

10. Yes, she used materials from the World Bank every year. She felt that they were strongly supportive of her program and what she liked to accomplish with her students.

11. When she was teaching at the junior high level she was able to do more in sharing with her colleagues and using departmental meetings. She felt that at the high school level, where she is presently teaching, it was more limited in scope and the people tended to be more discipline specific. This tended to focus their interest upon the particular subjects and subject areas that they were teaching.

12. She felt that it was quite an enjoyable experience being a key teacher as she had the opportunity to work with other teachers from throughout the state and to share ideas with them. She also enjoyed the opportunity to attend the regional conference in Dayton, Ohio, held approximately two years ago.

13. She would like to see workshops presented on international relations and a topic dealing with better understandings of peoples of the world.

This is a summary of an interview with Teacher #26 at School W on Monday, November 23, 1981, in the morning.

1. This teacher had been in the profession for 12 years and had been teaching social studies for the county during that period and had been with the school coproration in the building in which she was located for ten years.

2. One of her aims was to get the students in her class to realize that other people and places are different, not necessarily "bad." She also liked to stress the concept of interdependence. In this she specifically mentioned the work with "Shipwreck on Tara Island."

3. She was all for global education. She said that she did believe that it was difficult to obtain training in this area. She felt that Jane Lowery had been a great deal of help to the teachers of Indiana in this area.

4. Her interest in attending the workshop probably was based on the fact that she was on the committee.

5. She decided to attend the workshop because she was on the program.

6. She thought that the program was excellent and she was trying to exclude the part she played in her particular area. She mentioned specifically Jim Becker's contribution in the morning as well as Jane Lowery's contribution. In addition, she mentioned the contributions of Gretchen Weston.

7. She had used a number of items that she had obtained at the workshop including "Pen Pals," the newspaper unit, "The Countries in Your Closet," the unit on food, the children's literature from China, African games, calligraphy, the African trade fair, and Will England's "India" packet. In regards to calligraphy, this is the unit that she had developed. She wasn't sure if it was in the handouts or not.

8. She felt that the materials she received were good and usable and she didn't have to discard too many of them. She felt that they were simple enough to have a wide range of applicability and that all were highly adaptable.

9. She had mentioned a unit that she had developed on calligraphy.

10. Yes, she used the films dealing with Indiana history and also world explorers.

11. Yes, she had had an opportunity to share ideas at the staff meeting and she

also felt that the informal sharing that she did in the hallway with those in her department (there were four members in this department) was probably the most valuable aspect of the way in which the communication in this matter was handled.

12. She was a key teacher. She believed that the most valuable thing she got out of it was the opportunity to exchange ideas with people from all over the state and the interchange and communication which had taken place.

13. She'd like to see a workshop in which specific ways to explore opportunities for exchanging ideas between and among the social studies staff and the foreign language staff. It should present specific suggestions and even teaching units could be offered--something similar to the Global Education Workshop with very specific ideas for developing communication between and among the social studies and foreign language teachers.

This is a summary of an interview with Teacher #27 at School X on Tuesday, December 1, 1981, in the morning.

1. This teacher was in her 11th year of teaching. She was in her third year of teaching at the fourth grade level. She had, as she put it, "jumped around quite a bit,"--had been a media specialist and held other positions within the school district.

2. She discussed her objectives in relation to the school district's philosophy for social studies and she went into various areas. She said that the social studies curriculum was quite highly structured. Students studied the geographic areas and studied nationalism. At the fourth grade level they studied their own town and state. They also had a number of mini-courses which usually lasted for six sessions or a period of three weeks.

3. She enjoyed the area of global education. She stated that she almost wished that they could go back to the old discipline orientation of geography so that she could use more of the concepts of global education as it directly related to the social studies.

4. She received a notice, because at the time of the global education workshop she was the audio visual media specialist. The notice had come directly to her, therefore, she had availed herself of the opportunity to attend the workshop.

5. Yes, because as media specialist she was, as she put it, "in the middle between the teachers and had a coordinating role to play in order to relate what happened at the Global Education Workshop to the other teachers as it affected their teaching curriculum.

6. She felt that the workshop program overall was quite good, however, she had attended the Gary session and they were all in one large room. She felt that there was some distracting feedback from other areas--particularly those dealing with music. She found the materials that she had received, particularly the information regarding the embassies, particularly valuable to her as a teacher.

7. Yes, she had used many of the ideas particularly as they related to art and music. She said that she had "divvied up" a lot of her materials and she gave them to people whom she thought would make use of the ideas.

8. She felt that the materials that she received at the workshop were quite strong--they were very good and she had asked for duplicate copies and had

received them and had placed these in the teachers' library.

10. She said that she really didn't think she used the same materials year after year, rather she changed materials with the levels of the children and it was almost a matter of the level at which she felt the children were learning--and that's what she used. She did say that she used the Indiana Pioneer kit, but that was not, she didn't feel, related to global education.

11. She disseminated the information from the workshop based upon individual contact because that was her role within the school corporation and she made use of it. She did go to the individuals because she had an idea of what they were teaching. She then would offer the materials in a general way but also would offer specific materials to specific teachers.

13. She would like to see a course in computer literacy of some type for both mini and micro computers.

*This is a summary of an interview with Teacher #21 at School R on Tuesday, November 17, 1981, in the morning.

*1. This teacher has 13 years of experience teaching in social studies and she has been in her present position for three years. She's presently chairman of the social studies department for a large metropolitan high school. She supervises the work of eight other staff members.

*2. She believes that her objectives in social studies are: a) to develop some mechanism for the students to interpret information and better understand themselves; b) for the students to participate in and understand their immediate environment; work, family, domestic and political aspects of their lives--at the state and national level as well as the international level; c) that these students must become urbanized and understand the concept of interdependence and the international aspects of trade. She feels that it is necessary for the students to learn how they can live and cope with the various aspects of the world about them for the rest of their lives.

*3. She believes Global Education is quite necessary inasmuch as the economics of their own state and nation are very closely related and interrelated with other states and nations of the world.

*4. She wasn't quite sure how she learned of this Global Education Workshop because she'd been heavily involved in it on the Board of ICSS. She'd gotten a lot of memos and other types of information. She'd worked very closely with Jane Lowery and she simply felt that her participation in the workshop evolved from all of her other activities.

*5. She decided to attend the workshop simply because she was interested and she participated in the program particularly as it related to the local resources in and about her community.

*6. She thought that the program would be quite interesting for a person with no exposure to global education and that it was quite beneficial. She thought that it might have been a little repetitious for those who already had a basic level of understanding. Indeed, she felt that this was one of the difficulties in structuring any workshop--attempting to make a program that would be of value and interest to both those with entry level knowledge as well as those who had participated in and been acquainted with many of the materials over a longer period of time (more experienced persons).

*Denotes unverfied interview. Prod was sent.

*7. She said she used the materials in the course in World Civilization which she taught. She used it primarily in cultural studies for the purpose of comparison and contrast. The materials that she received at the workshop, she thought, were quite good and she still was referring to them.

*9. Yes, she had developed materials and some of them were used in the materials which were provided teachers at the Global Education Workshop.

*10. She said, yes, she used some films almost every time she taught the course because she found them to be of great value. She would change the films if she found something more current and up to date, which still dealt with the same basic topic. She believed that there were certain materials that were quite essential and did have value semester after semester.

*11. She did share the materials at staff meetings and tried to disseminate the information to the other members of her department. During the course of the discussion she discussed the difficulty of getting two persons released from the same department at the same time to attend a workshop because of the way in which the teacher absences were handled--that is, other members of the department contributed their preparation periods to cover classes for the one person who was attending the workshop during the day. Obviously, the professional obligation involved that person's colleagues to cover the department when they were absent. She felt that it was quite difficult to obtain paid substitute help, not impossible, but quite difficult and that limited funds were available. Therefore, the members of her department tended to rely upon other members to cover them when they were attending these workshops. We also discussed the fact that she did not have contact with members of the foreign language department. She said that there were probably a lot of contributing factors. She said that she'd only been in the building for three years and it took time to develop your contacts with your colleagues. This was particularly difficult because of the teaching schedules and the limited amount of time that they had for departmental meetings--not even to mention attempting interdepartmental meetings.

We also at this point disucssed the use of speakers and resource persons. Again, she mentioned that she very definitely would like to work with the members of the foreign language department to develop a form of cultural exchange which could be used by both students studying particular foreign languages and the social studies students.

*13. She felt that she'd like to see good global education materials exchanged between teachers and among the various schools throughout the state. She felt that it was essential to share these types of teaching units with her colleagues throughout the state. She also thought that she'd like to see an effort made to more closely relate these to the social studies textbooks which were on the state adopted list--that it would be of a great deal of assistance.

*This is a summary of an interview with Teacher #19 at School P on Tuesday, November 10, 1981, in the morning.

*1. This individual has been in the profession for 26 years and in the field of social studies for 15 years and teaching in various combinations for the last 15 years primarily in a block.

*2. She felt that one of the objectives was to foster better feelings about the social sciences in general for her students because she felt that by

*Denotes unverfied interview. Prod was sent.

the time that she got them at the upper middle school level they had already developed a very negative attitude towards social studies and social sciences. Her second objective was to build skills--common skills, oral and written--in addition to specific map reading skills and also the use of graphs and charts. Her third objective was basically to teach the children to think. She wanted them to be cognizant of the world around them and to recognize the impact that various events of the past had upon their lives as well as the current events would have and did have on their lives today.

*3. She felt that it was most important to include global studies as the world has "shrunk" because of the availability of much better and faster transportation.

*4. She learned of the Global Education Workshop because she was a key teacher and heavily involved in the development of the workshop in their particular area.

*5. She decided to attend again because she was a key teacher.

*6. She had been involved in two of the workshops which were presented and she said she liked the morning sessions and she felt that the afternoon sessions were probably "so-so."

*7. She certainly did use a lot of the ideas that she had obtained at the workshop. She attempted to plug these into her already existing program. She used the Candy Bar; she'd used the population exercise with crackers. She'd also used the Shipwreck on Terra Island. She also mentioned the way in which various units had been submitted to the committee and how some of them had to be cut down because of printing expenses.

*8. She felt that the materials that were included were quite good, yet she felt that many good materials were cut out and she'd like to see some way of getting the materials which had to be cut out or edited back into the program.

*10. She was teaching 9th grade now and she tended to base most of her teaching upon what she perceived to be the basic needs of the students. She said that if she had been teaching 7th grade, she had different materials that she would use. She did say that she always did certain skill work particularly involving maps, graphs, and charts, but she simply felt that you had to make your materials usable to the group which you were teaching because these varied from year to year. She tended to evaluate each piece of material on the basis of what she perceived to be instructional applicability at that particular time.

*13. She felt she'd like to see several workshops: 1) She'd like to see an update of the global education workshop particularly with some of the ideas that had to be cut out last time being included; 2) she'd also like to see something on teacher stress; and 3) another workshop on assertive discipline.

*Denotes unverified interviews. Prod was sent.

APPENDIX C

SUMMARIES OF INTERVIEWS HELD WITH SELECTED PRINCIPALS WHOSE TEACHERS ATTENDED ONE OF THE SERIES OF D.P.I. SPONSORED GLOBAL EDUCATION WORKSHOPS DURING SEPTEMBER, 1980

This is a summary of an interview held with Principal #1 at School A on Wednesday, October 14, 1981, in the morning.

1. This individual had been principal of this school for 23 years and had over 30 years in the field of education.

2. He felt that students needed an overall view of the peoples of the world, particularly stressing interdependence. His example was the use of food and the way in which we are both exporting and importing food and felt that we needed a better understanding of the peoples of the world--particularly with regard to not ridiculing them. He felt it was necessary to "walk in another person's moccasins for three days" to fully understand that person's views.

3. His method of disseminating information was to pick out teachers that he felt might be particularly interested in the workshop that was being offered. He would also send the announcements around on a route sheet and post it on the teachers' bulletin board.

5. He stated his district did encourage the attendance of workshops by teachers inasmuch as they provided substitute teachers to cover the individuals.

6. This individual attended the workshop with his teachers. He specifically mentioned the favorable impression which Jane Lowery made in her opening remarks. He also mentioned that he felt there were extremely good materials provided and he felt that the books and materials that were provided at the Global Education workshop were still being used as resources by his teachers.

This is a summary of an interview held with Principal #2 at School B on Wednesday, October 14, 1981, in the afternoon.

1. This individual had been in the education profession for 30 years and had been on the administrative staff of the building for 20 years and had been principal for the last 17 years.

3. He felt that global education was quite important for the curriculum of theschool. He gave several examples of ways in which he felt his staff was incorporating global education into the curriculum. One example he gave of total student involvement was that fact that his school had obtained samples of the moon rocks from NASA and that the 4th, 5th and 6th grades had been involved in this process from the very beginning. The students had prepared press releases, held news conferences, participated in thesecurity arrangements, and arranged the tours for both students and parents explaining the entire moon shot process as well as providing the visitors the opportunity to view the samples of the moon rock. He felt that this was probably the only school in the state of Indiana which had done this particular exercise. He thought that this was only one example of the way in which students could be involved in many different types of projects. He further mentioned that he felt that it was very important for the staff to become actively involved in the development of instructional materials. He mentioned that they were actively involved in the development of a project dealing with the incorporation of the arts into the educative process and then they shared these with other individuals in thecorporation. This was known as Project View, and among many projects was a sound, slide, tape presentation which had received the Esther Burrin Award for the best media program in the state of Indiana. He felt that it might now be a good time to see if we couldn't more fully involve the arts in the educative process. He gave the idea of the music teacher incorporating math into the music curriculum.

4. When workshop announcements were received he placed these on the bulletin board in the teachers' lounge. He also said he had knowledge of his staff so that he felt that if a workshop looked pretty good, he would duplicate the notice and either distribute to all the staff members or to those staff members which he felt would be interested in this particular workshop activity. His district does encourage workshop participation. In the 1981 budget he did get a conference budget included in his local school budget. He can send teachers without the approval of the central office as long as he spends only the monies which he has available in his budget.

8. He felt that the workshops coming out of the State Department were "pretty doggone good." Only occasionally did he feel that the individual's were not prepared and knowledgeable in the areas, and that the materials that they presented were not worthwhile. His teachers who attended the Global Education Workshop did not make a formal presentation to the staff. They did, however, discuss it with their 4th grade team and it was utilized within the 4th grade curriculum.

13. He felt that additional workshops he would like to see would be integrating the arts into the rest of the curriculum and as a companion step, including basic units in art and physical education; and he mentioned, again, math during music time.

This is a summary of an interview held with Principal #3 at School C on Thursday, October 14, 1981, in the morning.

1. This individual had been in the education profession for 16 years. He had been a principal for six years--four years at this school.

4. Normally, teachers are screened by the principal; and if he thinks that the participation of selected individuals will be worthwhile, he contacts the individual staff member. However, in other cases he may also post on the bulletin board or route the information to all teachers. The limitation imposed this year is that the board has voted to provide no travel or expense money and no funds for substitute teachers are available; therefore, nobody's getting too excited this year about workshop participation. The previous year there were funds available for the travel expenses and substitute teacher help.

6. He felt that many people came away from a State Department workshop with a negative attitude. He felt that the majority of the workshops with which he was acquainted sponsored by the Department of Public Instruction had not been beneficial to the teachers with the exception of those that had a large portion of their time devoted to hands-on activities and which provided materials teachers could take back and use in the classrooms.

7. He did not provide a slot for his teachers to share the materials and information that they got at the workshop in any teachers' meeting nor was there a form for discussion. However, he did strongly encourage his teachers to share on an individual basis with those individuals that they knew would be interested in the content of the workshop.

13. He felt that a good workshop sponsored by the State Department would be that dealing with public relations, giving teachers ideas with which they could sell the school's educational program ane what was going on in the classrooms to the members of the community. He felt that this would perhaps increase what he perceived to be a lack of community support for the educational program.

This is a summary of an interview held with Principal #4 at School D on Monday, October 19, 1981, in the morning.

1. This individual had been in the education profession for 16 years--nine years as an administrator, eight of which were at this school.

4. This principal, as soon as notices are received, gets them to all of his teachers and in the case of the global education workshop they have a block social studies program so he encouraged his social studies teachers to attend this particular workshop. They did have more than one teacher attend.

6. He felt that the global education workshop was quite effective, and the reason he drew this conclusion was that the teachers returned quite enthusiastic. They pooled their materials and worked together and he was quite supportive of the idea of the teachers working together and also receiving materials that compliment the instructional program and give them something into which they can incorporate their own ideas.

7. He encouraged the teachers to share the materials and ideas that they got at the workshop at a teachers meeting.

13. He felt that he would like to see workshops psonsored by the D.P.I. dealing with assertive discipline. He felt that the more hands-on experiences that they had the more the teachers would gain from it. And he really didn't like to see people standing up in front of an audience pontificating and talking down to their audience but rather involving them in the total activity (hands-on--not lecture).

This is a summary of an interview held with Principal #5 at School E on Monday, October 19, 1981, in the afternoon.

1. This principal, in his 23rd year in the education profession, has been principal at this particular school for eight years.

4. This individual gets information to his staff by placing workshop announcements in the teachers' work room, and those who are interested, contact him and make arrangements. Each teacher receives one professional day a year and additional released time for workshops must go to the school board for approval. For school year 1982-83 the building's workshop budget will be $900. There are 28 teachers assigned to the building.

   During the course of our discussion this principal mentioned that he had recently attended a foreign language workshop and he felt that there was a great deal of emphasis placed on global education at this workshop throughout the entire day. He mentioned the use of maps and the idea of world trade as it specifically affected Indiana as two ideas that he had gained at that workshop. He also mentioned that more than half of his teachers utilized the opportunity afforded them by the use of their professional day to attend workshops and other forms of professional improvement.

6. His impression of the workshop sponsored by the D.P.I. is that they have improved tremendously--particularly those which provide materials related to the curriculum. He feels the provision of hands-on experience for these teachers have greatly improved their professional performance.

13. He'd like very much to see more workshops dealing with foreign language sponsored in different areas of the state. He experienced a strong interest in seeing foreign languages taught throughout the curriculum inasmuch as he feels our country's educational program is lacking when compared with

European programs in teaching our students to be multi-lingual. He also mentioned that he would like to see workshops dealing with cultural studies and also aging. One of his nephews had to spend a year in Formosa in order to receive instruction in Chinese. This he needed to enter his chosen field, International Law, with plans to practice in American-Chinese enterprises.

This is a summary of an interview held with Principal #6 at School F on Tuesday, October 20, 1981, in the morning.

1. This principal tended to share the announcements of the workshops primarily using routing slips to particular individuals. He might also share them through his PIC (Program Improvement Committee) or he might also share them with members of his learning communities. The school is an IGE (Individually Guide Education) school and divided into learning communities. He might also use his BBSD team which is Building Base Staff Development. In other instances he may select special people because of a known interest, and he also may select specific people because they are working with gifted and talented children or identifiable groups. In addition, he felt that sometimes he would simply direct these announcements to specific subject area committees.

2. Normally he would ask people who had attended a workshop to report on this particular workshop at a staff meeting. The global education workshop had been reported to the entire faculty at an afternoon staff meeting. The members chosen to go to the workshop were teachers on the social studies committee. The district does encourage attendance at workshops. They will pay for a substitute and teachers may turn in expense vouchers for attendance. There are times when the teachers may have to absorb these expenses but the district does encourage it and try to financially support these efforts.

3. He felt that those who attended the workshop probably used the materials in teaching. He wasn't sure; it was almost a year ago that the persons had attended. He felt that the person attending the workshop got the benefit from it and they would make an effort to pass on the materials and ideas to the other staff members. He did believe that some of the materials from the workshop were filed in the vertical file and that the teachers would use these as the occasion demanded. The district was committed to the use of the Ginn book in social studies.

4. He'd like to see a curriculum workshop held which dealt with the specific curriculum for sex education or human growth and development. He also felt another area of interest for a workshop would be the application of skills to everyday teaching and also one dealing with the use of problem solving techniques in math, science, and social studies.

   He went on to add that he felt that it would be nice if different ways were developed to disseminate materials to the teachers who didn't attend; perhaps two copies of all materials--one being available for the vertical file in the library which he felt teachers used. He felt that there might be edited tapes provided of discussions and presentations made at workshops.

This is a summary of an interview held with Principal #7 at School H on Wednesday, October 21, 1981, in the afternoon.

1. This individual mentioned that he had been in the education profession for 28 years--24 years in administration and 16 years as chief administrator of the building that he presently administered.

2. He tended to disseminate information regarding workshops in several ways: one was through in-service meetings which were held every Friday with his staff, and the second means of dissemination used was through the department chairman. And finally, he felt that if you know your faculty and their interests that many times you are able to point particular announcements toward individual faculty members who have a high rate of interest.

3. He had his faculty share the results of the workshop basically through teaming activities. They shared through this relationship what was developed through the instructional teams and that in many cases these could be interdisciplinary sharing. There could be large group teaming and there could also be teaming for a specific purpose such as working with slower students or those students who had been mainstreamed. In any event, he felt that the primary way that he wanted to see workshop information disseminated to the faculty was through these instructional teams.

4. He would like to see workshops developed on Title workshops in reading and reading in the content areas.

This is a summary of an interview held with Principal #8 at School J on Friday, October 23, 1981, in the morning.

1. He stated that for general workshop announcements he would post on the bulletin board so that his faculty could see them. If they had a particular area appeal or appeared to be particularly interesing, he probably would announce it at a faculty meeting; and if they had specific interest to individual members of his faculty, he would route them directly to the teachers.

2. Yes, they did provide release time and substitute teachers for those attending workshops. They could provide transportation and expenses within the limitations of the funds available but this matter was at least available in the budget. He felt that it was important for his staff to get out and attend workshops in order to come in contact with others in their particular area of interest.

3. He said he did no formal study of the impact of the workshops upon instruction. He felt that his staff shared the information that they got at the workshops on an informal basis. He did not set aside time for any formal reports to the faculty meetings, but the dissemination of information was on an individual one-to-one informal basis between faculty members.

This is a summary of an interview held with Principal #9 at School K on Monday, October 26, 1981, in the morning.

1. This was the principal's seventh year in the building as chief administrator and his 19th year in the profession. He had formerly been a biology teacher.

2. He felt that he encouraged workshop participation. The district encouraged participation. He felt that Jane Lowery, through their curriculum director down to the parincipals, encouraged curriculum change. He felt that the teacher--in his building there was a key teacher--was the type of person who was willing to put the time and effort into the Global Education Project and "make it go."

3. He did have a budget through the central administration to assist teachers in participating in these activities. This demonstrated that their efforts were appreciated; by being able to send them to the various conferences,

both state and national. He felt that this was a result of their Director of Curriculum being aware of the value of such activities.

4. No, they didn't do a formal assessment of the attendance or the materials and ideas presented at the workshop. They might have done a normative survey on post-attendance at these, but he attempted to assess the curricular impact through informal means. They had a CSPD (Comprehensive System of Professional Development) and they did assessment as a system.

5. He felt that it was a good idea for teachers to go to workshops and get good ideas which they were then able to bring back and incorporate into the instructional program. He did say that finances were quite tight; but they are going to continue to work on it.

This is a summary of an interview held with Principal #10 at School L on Monday, October 26, 1981, in the afternoon.

1. This principal had been in the education profession for a total of 20 years--14 years in administration and 3 years as administrator of the school he presently headed.

2. He tended to route announcements of the workshops to the people involved through the department heads. If he found something that he felt was of particular interest to one staff member, he might send it; but he tended to like to use his department heads as official channels of communication to get notices out to his teachers.

3. The district would provide substitutes to the extent of two professional days a year. These had to be cleared a minimum of a week prior to the meeting and administratively they preferred more notice than that. He felt that they simply assumed that these meetings were worthwhile. Teachers were, however, required to provide a report to the Board in written form; this was a summary. Administrators provided the same type of report. He had copies of the reports which his teachers submitted.

4. He really didn't feel that he had a lot of staff meetings, therefore, he didn't provide time for individuals to disseminate ideas that they obtained at workshops. He felt that this took place more on an informal basis from time to time and that it involved the individual initiative of teachers.

5. He'd really like to see a workshop dealing with the teaching of reading and the content areas.

This is a summary of an interview held with Principal #11 at location M on Tuesday, October 27, 1981, in the morning.

1. This individual had been associated with the particular pre-school program for a period of approximately $2\frac{1}{2}$ years and had been in the field for a total of 11 years. She had a background in both art and English at the secondary level.

2. She distributed notices of workshops to her staff based upon her perception of their applicability to the program that they were utilizing. She has four persons who deal with in this pre-school program and they do have professional days for attending workshops. However, she likes all or none of her staff to attend the workshops. This means each level of staff--like teacher, assistant, aide--not <u>every</u> staff.

3. Her staff tends to share the materials and ideas that they gain at the workshops through written reports which are submitted periodically. They also hold informal meetings. She tends to believe that most of the sharing takes place on an informal basis during social gatherings. She mentioned the global education workshop in particular--the materials had been requested from embassies and sources that were provided at the workshop.

4. She felt that there was a need for a nutrition type workshop as the clientele with which they dealt had a very strong need for this kind of material. She thought that they could use the young children as access to the homes. We discussed exactly the type of impact this might have. While nothing was resolved, she did feel that the children could be a useful conduit for bringing nutritional information, as well as other types of information, into the homes. She did feel that they already used these children as conduits where it was educationally appropriate.

This is a summary of an interview held with Administrator #12 at School N on Tuesday, October 27, 1981, in the afternoon.

1. This administrator had been in the education profession since 1967 and this was her fifth year in administration. It was her second year at this private, religiously affiliated, school.

2. She had many ways of distributing information regarding workshops to her faculty: 1) she posted on the bulletin board both outside of her office and in the lounge; 2) if she felt that a workshop was of a particular interest to one or more of her faculty members, she might send a copy to that faculty member directly. The school did pay substitutes for in-service training of this type, however, they did not provide their staff with expenses.

3. She had noted no dramatic curricular changes because of any workshops in which her staff participated. However, she had observed some change in techniques and she certainly had observed the incorporation of some aspects of the materials which were obtained at the various workshops. She felt this to be a quite appropriate use of the workshop materials and a good expenditure of staff time.

4. She felt many times that the packet of materials were isolated from the context of the classroom and she felt that many times if these materials were put out and available, they would be accompanied by implementation. In fact, she thought she'd like to see people who attended workshops get extra packets of materials such as the materials that were distributed at the Global Education Workshop to bring back and share with other staff members.

This is a summary of an interview held with Principal #13 at School R on Tuesday, November 17, 1981, in the morning.

1. He felt that the people sponsoring the workshops (D.P.I.) probably made multiple mailings in many cases, but when he received a notice of a workshop, he would route it through one of his vice-principals to the chairman of the department. He believed that this was probably the best way to disseminate this type of information.

2. The principal stated his procedure for sponsoring workshop participation--that the school very rarely provided substitutes but rather they tried to cover from within the ranks of the teachers in the department. There was a budget allocation which he controlled. He attempted to dole it out to

pay for registrations. For instance he said they would use $200 for an out-of-state conference and $50 for an in-state conference, and he was able to sponsor approximately 12 teachers a year. He attempted to allocate this money based upon the requests received and the justification which accompanied each request. He did encourage his teachers to go to regional meetings as his budgetary allocation would go further through sponsoring teachers at state and regional meetings as opposed to national meetings. This was based entirely upon the justification that went with the request and the perceived value of the educational return. He reviewed his requests for the last five years, and he said he had no request from a social studies person during that period of time.

3. With regard to the impact of the meeting or workshop attendance upon the curriculum he had no way of assessing any specific changes which took place. He did state that he hoped that the exposure would prove beneficial to the school district, that there was a formal report submitted by each person who attended a meeting and they were asked to summarize what took place at the meetings they attended. There was no form of "formalized" follow-up.

4. He felt that the concept of global education was good. We did get into a discussion of what he perceived to be the limitations of the social studies teachers--particularly where they were bound by the so-called teaching of "facts" and "information" and "information regurgitation" on the part of students. He felt that the teaching he had observed was quite close-ended. He believed that the social studies program should evolve about how to solve problems and live more productively in the world about us--in the world in which the students found themselves. He felt that there was really a lack of relationship between the world outside the school and that which was taught in the social studies classroom. He felt that this tended to "stilt" the social studies program. He observed that, looking at the test scores, there was a lack of teaching analysis and synthesis, as well as certain basic skills. In addition, he also perceived a vast amount of misinformation being communicated to students. The example used was that of Adolf Hitler--where Hitler became almost solely responsible for the events which took place in Germany between 1933 and 1945. Hitler was used almost as a caricature. Very little effort was made to study the social and political forces which literally swept the German nation into the acceptance of those policies which were attributed to Hitler and his immediate staff, as opposed to being viewed as a sociological and political phenomenon. He believed those events and types of human behavior should be studied as having contributed to and supporting Adolf Hitler in Nazi Germany.

This is a summary of an interview held with Assistant Principal for Curriculum at School S on Tuesday, November 17, 1981, in the afternoon.

1. He stated that he was in charge of staff development and curriculum for this high school. When he received an announcement, he looked for people. He might send it directly to the teachers that he felt would be the most interested; he might send it through the department but he felt that these announcements should go directly to those individuals who could most profit by the attendance at these meetings. He felt this required him to be very well acquainted with his staff and that the development of the educational system was dependent upon the people who were employed by the school district

as teachers. His position was to strengthen the teaching staff as much as possible and attendance at workshops was one way of doing this.

2. He felt that the district did pay travel and expenses; in certain instances they would pay for substitutes. It did require Board approval and required approximately one month of lead time.

3. The information that was obtained at the workshops was disseminated through informal contact of staff members. He mentionad that currently it was very difficult to have meetings because of the negotiated contract and the severe limitations placed on any after-school meetings. It wasn't impossible, but it certainly was most difficult. This district tended to hold all after-school meetings to a minimum.

4. He stated that he really wasn't impressed by the workshops presented by staff members of the Department of Public Instruction. He was not sure of the quality of the presentation. However, the D.P.I. does an adequate job of identifying quality presenters and of procuring their services. He felt that the organizational structure of the D?P.I. was probably quite good but oft times the implementation, particularly on the part of the presenters, fell short. He did say he'd like to see a workshop presented on high achievers.

This is a summary of an interview held with Principal #15 at School W on Monday, November 23, 1981, in the morning.

1. This individual had been in the education profession for 27 years--six years as dean of boys and 14 years as principal at the school in which he was interviewed. The balance of his time had been spent as a classroom teacher.

2. He took the notices of workshops and other educational ventures and usually circulated them through the chairman of the department. If he believed the workshop to be of interest to specific teachers, he would also route it to those teachers. The school district does support theworkshop if it is approved and the approval is done by submitting the request to attend. The principal and the assistant superintendent of instruction with school board approval does the screening. The department chairperson and also the social studies coordinator for their corporation influence the thinking of the principal regarding worth of conferences and workshops. He explained that the principals were permitted to attend the NASSP (National Association of Secondary School Principals) meeting once every third year. That meant that they rotated the assignment and they had been doing this for the last decade.

   The teachers were urged to attend thesocial studies workshop which was held in the city in which the school was located. The social studies coordinator from the district was present and he said he recalled seeing at least 15-20 social studies teachers from the corporation in attendance at the Global Education Workshop.

3. He provided the teachers the opportunity to share if they chose to, however, he said he felt that the sharing was usually done within the department because they did have departmental organization and teachers were encouraged to do this. Teachers also were encouraged to make reports to

the principal and to the board but only upon specific request. Administratively, he has a bank of 12 days that could be used. He usually chose to allocate those 12--eight days to the departments. He retained four days at administrative discretion.

4. He'd like to see workshops provided on written language emphasizing the verbal as well as the visual and oral skill approach. He felt that there was a great deal done with the audio visual and little with the written language. We should use subject matter more in the teaching of reading and writing skills. He also felt that he might like to see a workshop done working with student teachers because he didn't feel that adequate training was done in establishing the relationship between the colleges and guiding principals and the teachers who cooperated with supervising the student teachers. In addition, he felt that a workshop dealing with general techniques of instruction would also be of use to his staff members.

APPENDIX D

SUMMARIES OF INTERVIEWS HELD WITH SELECTED STUDENTS WHOSE TEACHERS ATTENDED ONE OF THE SERIES OF D.P.I. SPONSORED GLOBAL EDUCATION WORKSHOPS DURING SEPTEMBER, 1980

This is a summary of an interview held with two pupils--Aaron and Neal at School B on Wednesday, October 14, 1981, in the afternoon.

In discussing what these students remembered from their previous year in 4th grade, they talked about the relationship of food; and as an example, they used the planting of rice in Asia requiring lots of water and it was planted on terraces or stairs. They further discussed the food as being one of the items which we in the United States used to share with the rest of the world. It was a good example of interdependence. Continuing further on the discussion of food they also mentioned the game which they had played in conjunction with the health class with a balanced meal. They talked about the different kinds of foods and furthermore there had been a person from the cafeteria who had come in and they remembered making carrot curls and cucumber flowers. I believe that this may have been used as an example of balanced diets and not so well balanced diets in the rest of the world--particularly Third World nations--as a basis of comparison and contrast.

Continuing further, they also discussed other exports and imports. Also they were talking about transportation concepts which appeared to have been developed from the unit "Feet, Wheels and Wings." They talked about subways, airplanes, the proliferation of pollution, and the way in which different nations had different types of transportation involving walking, riding and flying. In their conversation they brought out the idea that underdeveloped nations did not have subways.

They also discussed various world cultures and the fact that different people dress in different ways in no way changes their need for clothing, food and shelter. They further discussed language differences and brought out the idea that it was necessary for them to learn to speak other (foreign) languages to be able to communicate effectively. Basically, they came down to the generalization that all people are alike inasmuch as they need food, clothing and shelter and that because a person is different, they shouldn't be made fun of.

This is a summary of an interview held with pupils Kim and Martha at School C on Thursday, October 14, 1981, in the morning.

1. These children remembered doing a great number of reports. One student particularly remembered a report that he did on slaves. Both remembered coloring a number of different maps, one dealing with climate and another with rainfall or precipitation. They recalled coloring a map of Africa and the way in which the Sahara Desert lacked precipitation and the way in which this was colored.

   The student who had done the report on the slaves recalled the underground railway. I believe that he had a little bit of a misconception because I asked him if this railway actually ran underground and he felt it did because the slaves who were smuggled stayed in the basements of barns and houses and literally the railroad itself was underground and that was his perception. (I really didn't feel it was my place at this point to attempt to correct this misconception.)

   We also discussed the exercise that they had done with peoples around the world and the way in which poeple live in different ways and the different cultures that exist around the world. The example that they used was that in certain Third World nations the people used bones for hooks in fishing while

we used steel fish hooks.

We then went back to discuss the various crops around the world and they came back to the way in which the climatic conditions--particularly precipitation--had affected crop production and they mentioned the tie-in with the corn belt and their own area as well as soybeans being an excellent source of protein for people who were starving or did not have enough food. This again was tied in with the climatic regions of the world and the maps that they had colored.

This is a summary of an interview held with four pupils, Dennise, Kent, Gregg, and David at School E on Monday, October 19, 1981, in the afternoon.

These students are all presently enrolled in the 5th grade. They recalled studying Africa or an African village in which they studied food, religion, dress, and games. One exercise they cooked food and ate it. They also discovered the various modes of dress and they were quite aware that in tropic climates the clothing being in loose layers tended to keep the people cool. They discussed the differences in the religions of the various cultures studied and were using comparisons and contrasts between the Christian religion and those they studied. In the games discussed the game of Snake was mentioned as quite enjoyable. They also played a form of tag outside and enjoyed it a great deal.

They also used the George Rogers Clark unit which was developed as a part of the bicentennial celebration. They discussed the use of crossword puzzles and a jigsaw puzzle dealing with Abraham Lincoln which they enjoyed immensely. Also mentioned were word games they had played during the year.

Maps were used for identification purposes and had been colored. The students demonstrated a knowledge of climatic regions as well as the national boundaries.

In addition, they had taken a field trip to Conner Prairie in one instance and the State Museum and State Capitol. While visiting the State Museum, they noted that they had only forty minutes. They discussed the space exhibit which had been available and also the assembly area where they had seen a display of a pioneer cabin and sat out in what appeared to be the cornfield

They were quite intrigued with this. They also discussed Conner Prairie and they were quite taken with the doctor and the dentist's office. They discussed the lack of the use of anesthetics to extract teeth. The remember quite favorably the curator who had been costumed and who had taken them onthe tourof Conner Prairie. They felt that this was quite well done. In addition, in their own school, they held a pioneer day in which each of the seven units did something different. They recalled the one where the teacher had them make their own horn books. They thought that this was a lot of fun. Of course, they also remembered the pioneer meal which had been prepared and served in the room.

This is a summary of an interview held with sutdents, Kathy, Joe, Janie and Todd at School H on Wednesday, October 21, 1981, in the afternoon.

These students appeared to be quite enthusiastic and once they got started we had an excellent interchange of ideas. One of the activities which they remembered from their previous year social studies instruction was that dealing with Chinese culture. They had gone, for instance, and sampled

foods at a Chinese restaurant in a nearby community. This apparently was the culminating activity to their study of Chinese culture.

They also mentioned the exercise which they had done relating to the castes in India. They were particularly struck by the unfairness, as they perceived it, of the restrictions which were placed on persons just by the fact of their birth to particular parents who belong to this caste system. They too mentioned that they had been assigned to the caste by lot and then proceeded to describe the restrictions which were placed on them. One young man was particularly struck because he had been a member of the "untouchables" and had been literally excluded from many, many activities in which he had previously participated. They also mentioned that on the third day they changed roles and those who had previously been members of the upper caste or Brahmans became Untouchables. They mentioned the map skills which they had developed. One young man mentioned that he had memorized the whole map of Africa. He also laughed because some of the materials memorized the previous year were now out of date based upon that morning's news.

Another exercise mentioned was that of population growth in the world in relation to food. They mentioned that their study had showed that the rich appear to get richer while the poor get poorer and that we here in the United States probably really don't know what it is like to be in a Third World country and to truly be poor because poor by our standards is certainly not poor by Third World standards.

Throughout the discussion the students emphasized that the whole program, as they recalled it, seemed to revolve about the importance of population growth and the impact that it had on the various cultural patterns and also economic impact that this had throughout the world.

This is a summary of an interview held with pupils Ross, Brad and Geoff at School J on Friday, October 23, 1981, in the morning.

1. Two members were freshmen (Ross and Brad) and Geoff was a senior. It was an English class in which they were studying grammar, penmanship and paragraph writing.

2. They were required to write paragraphs on topics. They might be given a model, and then they completed the requirements or the alternative was to write a longer essay--approximately five paragraphs or 500 words. The style in the class was quite open. The students were aware of their assignment yet the completion of same was entirely up to them.

3. We discussed the materials which they had been reading in other classes, (a class on Uropian Literature) in which one of the members had read Brave New World. They also had a class in science fiction in which they read short stories and analyzed them. Their independent reading consisted of reading short stories in magazines and two students reported reading the daily newspaper on a regular basis. One student reported that his parents made him read a great deal; he wanted to read the sports: football, baseball, hockey and basketball. We then discussed the foreign exchange programs, none of which these particular three students planned to participate in.

   The atmosphere of the class, as stated previously, was quite open and structured within the scope of the assignments and meeting the requirements yet quite unstructured relative to the accomplishments of the same. The teacher

was available for help if the students chose to avail themselves of this opportunity. (The one student remarked that they were constantly getting people in studying them, and my presence posed no "threat.")

This is a summary of an interview held with students, Ryan, Rodney, and Sheryl at School L on Monday, October 26, 1981, in the afternoon.

One of these students reported that they did reports on pamphlets. Some of the topics that they recalled doing involved Hiroshima, Viet Nam and the Sahara Desert. They used the libraries, encyclopedias, books, as well as indexes from the library. They also looked for filmstrips and used other sources such as National Geographic and economic data gathered from different sources. Also mentioned was the debate which they held annually. The students recalled that their debate was on immigration. They felt that this was quite enlightening and enabled them to get into the topic in some depth. They also recalled the game which they played in which they used _____ as a form of money and it involved the distribution of food.

They further recalled the map exercises that they had used particularly as they related to growing crops, climate areas and climatic zones and rainfall. All related to the impact which these natural factors had on the growth and distribution of food.

Another exercise which they recalled was that of using various international railroad signs and the way in which these signs were translated into different languages. They pointed out that people do have, regardless of their language, a common core of signs and other means of communication which tend to be common throughout the world.

This is a summary of a series of interviews held with students David K., James, Kerri (female), and David H.

The students mentioned the incorporation of current events into the instructional program. They brought up the way in which they were encouraged to read the Scholastic Magazine and also to bring in newspaper clippings and other items of current interest and to share them in class. They also mentioned another exercise in which one person left the room and then the teacher had a structured exercise where false information was disseminated. They got the idea that this was used as an illustration of the way in which totalitarian governments controlled the news available to the people. They also mentioned another example which was used to illustrate communism in Russia. They made plant cutouts. They pointed that they could do more as a group than they could as individuals.

Another thing which came out of the discussions which are held in class involved the Solidarity movement in Poland. All seemed to agree that they really liked to read the Junior Scholastic and bring in the newspaper clippings. Another student was particularly impressed by the study the class had done in which guest speakers visited the class. One guest from Italy particularly impressed her. The fact that they had sampled food from various countries also impressed the students. Examples used were they had eaten Chinese cookies, Mexican food, and had some Norwegian sardines.

Another speaker which particularly impressed them was an individual from Bulgaria who came into the class and talked about his escaping from the

Iron Curtain and literally, I believe, crawling across the ice in order to escape. He had come to this country with nothing but the clothes on his back and had been able to succeed.

This is a summary of an interview with six students: Kathy, Charles, Mark, Jim, Steve, and Dave at School N on Tuesday, October 27, 1981, in the afternoon.

These students were were quite animated in talking about the various aspects of their social studies program. The first thing that they mentioned was the nine-week project in which each of them "adopted" a country. Those countries which these particular students had adopted in this manner were Sweden, Liberia, Italy, El Salvador, Norway and India. They had prepared written projects in which they had used library reference materials. They'd also found pamphlet material to be valuable. They'd used various stamps which they had gotten from individuals who had collections as well as coins. One youngster mentioned using slides. His father had spent some time in Italy and was used as a resource person who came to class and shared his experiences. They also used the daily newspaper in order to keep up with current events in their particular country. Many of them had contacted the consulates in the Chicago area in order to get the materials that they needed.

They also mentioned economics that they had studied. They had used the films from the Market Street series in their particular class and they were quite verbal about the way in which they described it and judging from their use of terms, I would say that there was a degree of spin-off from this film.

They next mentioned the map exercises and map skills which they had done. They used outlines of maps in which they identified rivers, cities, and other features. They also had done climate maps. They had done population maps and they had also attempted to associate the climatic maps with illustrations of clothing which the epople wore.

Finally they had held discussions and prepared reports on social groups and we discussed the concept of the nucular and expanded families in some depth. This was a very lively discussion in which they showed a great deal of knowledge regarding the particular concepts regarding the family groups which they had discussed in class.

This is a summary of an interview held with Brian, a student at School S on November 17, 1981 in the afternoon.

We discussed the ways in which the Early American history, which he studied the previous year, was related to world problems. This was done through a series of comparison and contrast situations. One of the exercises in which he participated was a scenario relative to the peace conference ending the French and Indian War. He was a delegate to the peace conference and felt that he had attained quite a bit of valuable experience. (He was presently working on being a delegate to a mock United Nations convention which was being held in Chicago. A group was leaving from the school the next evening for participation over Thursday and Friday under the guidance of their teacher. This individual was to be a delegate from the Irish Republican Army.) During the course of the previous year they had also used oral presentations. They had studied some economic history. He had gone in as a delegate relative to the demands of the French and he also attempted to get background on the way in which they were able to compromise with the English.

This is a summary of an interview with two students, Laura and Carol, held at School W on Monday, November 23, in the early afternoon.

1. These students specifically mentioned the African bazaar which had been held. They talked about looking at the mineral wealth of the countries for which they were responsible. They had obtained information from books and encyclopedias and other sources which were available not only in their own school library but also in the public library. They also had brought in and exchanged food and at the African bazaar they particularly remembered the banana chips and also the ground nuts (peanuts). The interviewer was quite surprised of their use of the term "ground nuts." Also mentioned was the fact that they played African games. Specifically remembered from the previous year were "Snakes and Ladders," a vocabulary exercise on words as to whether they were "bad" and/or "good." They also remembered a game that was mentioned in connection with the African but in relation China of calligraphy which they actually wrote and interpreted the symbols in order to communicate with each other.

2. They also mentioned the idea of the differences between and among people, and they said that living in a very difficult time, while some things are looser, we also have a lot of hot tempers and they felt that they would try to understand the differences about people. In addition, they mentioned another game that they played which was called "Clue" and apparently in line with keeping with the vocabulary exercises. They would give three clues and if you identified the word, you would get extra credit. They then went on to explain some of the words that were used and some of the clues that were given. They recalled this even after a year.

This is a summary of an interview held with five pupils, Eric, April, Wendy, Derrick and Christie, at School X on December 1, 1981, in the late morning.

1. They did an exercise in which each of them "adopted" a country. They all were permitted to pick a different country and then they found as much as they possibly could on this country. The countries that these five individuals used were Japan, England, France, Italy and Greece. They then went into an exercise which they called "a Senses Box." They tried to find out as much about each country based upon these senses--the five senses--as possible. This involved the sense of taste; e.g., food, various smells such as perfumes and incense, and so on, and using all five senses--obviously, the sense of hearing with music, and so on. They went to various resources including the library. They looked for books at home, they talked to their families. They would bring in guest speakers and each student was responsible for developing their own "senses box."

2. They also mentioned the exercise in which they used the overhead projector. They drew maps; they mentioned one idea in particular where they drew these maps in order to see if all of the continents of the world had at one time been one land mass. They cut out each continent and attempted to fit it together. Again, they used the overhead projector. Their conclusion was that the world indeed had been one land mass which had split apart.

   They also mentioned that they had studied volcanoes and they obtained a pamphlet from the Chicago Tribune.

3. They also mentioned that they did quite a few of what they called "mind benders." These were worksheets which were taken from various books and were used to challenge these students. They had taken a field trip to the Indiana Port Authority. The trip had been meant for last year for the group, but they'd been unable to take it so had taken it very early in this semester. They also went to the IMC and studied the computers there. They also mentioned that they had used puppetry and had all developed pin-hole cameras which they had been able to use in taking pictures of various sights around their particular school area and their families.

APPENDIX E

SEPARATE SITE AGENDAS

ELKHART WORKSHOP

8:30-9:00	Registration
9:00	Welcome and Introduction
9:05	Announcements
9:10	Indiana Global Education Program: Purpose and Products Jane Lowrie
9:25	The Global Dimensions of Our Community and State Jim Becker
10:00-10:15	Break
10:15	Sources and Resources in Indiana Linda Wojtan
10:45	Distribution of Teaching Activities Packet
11:00	*Elementary and Secondary Demonstrations -- Sample Lessons
*Elementary	
11:00-12:00	Sample Lessons -- Linda Wojtan
12:00-1:30	Lunch
1:30	Preview Materials Display, Learning Activity Packets, Informal Discussion
2:00	Break
2:15	Sample Lessons -- Gary, Indiana Teachers
3:15	Questions and Evaluation
3:30	Adjourn
*Secondary	
11:00-12:00	Sample Lessons -- Jim Funkhouser, Joe Lee
12:00 - 1:30	Lunch
1:30	Sample Lessons -- Linda Wojtan
2:15	Break

2:30	Preview Materials Display, Learning Activities Packet, Informal Discussion
3:15	Questions and Evaluation
3:30	Adjourn

FORT WAYNE

Sample Agenda

8:30-9:00 A.M.	Coffee, food, displays
9:00	Welcome
9:15	Global Education: Purpose Jane Lowrie
9:30	"Global Future" presentation -- 20 min. Charles Whaley
10:00	Global Dimensions -- Community/State Jim Becker
10:30	Break
10:45	Sources and Resources in Ft. Wayne Area 1. Pastor 2. Rabbi 3. Dan Coats 4. Central Soya Representative 5. Church Missionary 6. Lincoln Library Representative 7. Donald Doxee Materials Display
12:00	Lunch
1:00 P.M.	Teaching Activities Packet
1:30	Demonstrations -- Sample Lessons by Grade a. Primary -- Jane Lowrie b. Junior High -- Jean c. Senior High -- Linda Wojtan
2:30	Sources and Resources in Indiana Linda or Jim
3:15	Evaluation

GLOBAL EDUCATION WORKSHOP AGENDA

Cleo Rogers Memorial Library

September 11, 1980

8:30	Registration, Coffee, Materials Display	
9:00	Welcome	
9:15	Why, Global Education?	James Becker, Indiana University Social Studies Development Center
9:45	Indiana Global Education Project	Jane Lowrie Social Studies Consultant Department Public Instruction
10:15	BREAK	
10:30	You, Your Community and The World	
11:00	Resources in Indiana	Linda Wojtan, Indiana University Social Studies Consultant Department Public Instruction
11:30	LUNCH	
12:30	Display of Global Education Materials - Browsing	
1:00	Distribution of Activiteis Packet	
1:45	Demonstration of Selected Packet Activities	
	Elementary:	Anne Hoffman Jane Lowrie
	Middle-Jr. High:	Marge Foster Louis Russell
	High School:	Linda Wojtan James Becker
2:45	Evaluation, Materials Display	
3:30	Dismissal	

Sponsored By:
Department of Public Instruction
&
Columbus Teacher Center

INDIANA GLOBAL EDUCATION PROGRAM
SOUTHWEST REGIONAL WORKSHOP

Harper Dining Center
University of Evansville
September 16, 1980

P R O G R A M

8:30	REGISTRATION — COFFEE/ROLLS --DISPLAYS	
9:00	WELCOME	Dr. Bob Morgan, Deputy Superintendent Evansville-Vanderburgh School Corporation
9:15	INDIANA GLOBAL EDUCATION PROGRAM: PURPOSE AND PRODUCTS	Jane Lowrie State Social Studies Consultant
9:45	GLOBAL EDUCATION: AN OVERVIEW	Dr. James Becker, Co-Director Indiana Global Education Program Indiana University
10:30	BREAK -- DISPLAYS	
10:45	UNDERSTANDING THE WORLD THROUGH THE NEWS MEDIA	Mr. Ernest Madden, General Manager WFHT Television Station
11:15	DEMONSTRATION-- USE OF MATERIALS FROM PACKET	Ms. Linda Wojtan African/Asian Outreach Coordinator Social Studies Development Center Indiana University
12:00	LUNCH -- CAFETERIA -- DISPLAYS	
1:00	GLOBAL ASSESSMENT QUIZ	
1:15	DEMONSTRATION -- SAMPLE LESSONS AND ACTIVITIES	
	Elementary	Jane Lowrie
	Middle School	Mike Russ and Rosaline Fishman
	High School	Linda Wojtan
2:00	BREAK -- DISPLAYS	
2:15	SMALL GROUP MEETINGS	
	Elementary	Jane Lowrie
	Middle School	Mike Russ and Rosaline Fishman
	High School	Linda Wojtan
3:00	EVALUATION AND SUMMARY	Jane Lowrie
3:15	ADJOURNMENT	

GLOBAL EDUCATION WORKSHOP
VIGO COUNTY SCHOOL CORPORATION
SOCIAL STUDIES EDUCATION CENTER, ISU

Wednesday, September 17, 1980
Terre Haute, Indiana

8:30 A.M.	Registration, Materials Display, Coffee
9:00	Welcome (Global Check List) Gretchn Weston Linda Firestone
9:15	The Indiana Global Education Project Jane Lowrie
9:30	Global Education (General Information) Jim Becker
9:45	Blobal Awareness Quiz (one from Vic Smith)
10:00	Global Dimensions in Our Community ISU International Students: Mr. Stan Whipkey Vigo County Public Library Display
10:30	Sources and Resources in Indaina Linda Wojtan
10:45	Demonstration of Sample Lessons Elementary: Will England - Teaching About Latin America Secondary: Jane Lowrie Linda Wojtan
11:30	LUNCH
1:00 P.M.	Materials Display
1:15	The Teaching Packet
1:30	Sample Lessons from Packet Elementary: Jane Lowrie Secondary: Linda Firestone, Gretchen Weston
2:30	Evaluation
3:00	Adjourn

GLOBAL EDUCATION WORKSHOP

AGENDA

HIATT ADMINISTRATION CENTER
LAFAYETTE, INDIANA

THURSDAY, SEPTEMBER 18

8:30 - 9:00	Registration/Coffee Rolls
9:00 - 9:15	Welcome - Introductions Jane Lowrie - Social Studies, Consultant, DPI Earl Nelson, Director, Elementary Education
9:15 - 9:45	Global Studies Overview Jim Becker, Director, Mid-American Prog. in Global Ed., I.U. Bloomington
9:45 - 10:15	Packet Explanation, Linda Wojtan African/Asian Outreach Coordinator, I.U. Bloomington
10:15 - 10:30	Break
10:30 - 11:15	Global Futures Chanler Whaley, Lab. School, Ball St., Muncie
11:15 - 11:30	Resources in Indaina Linda Wojtan and Jim Funkhouser, Elkhart Public Schools
11:30 - 1:00 p.m.	LUNCH
1:00 - 1:30	Demonstration Lessons - Jim Funkhouser, Elkhart Publ. Schools
1:30 - 2:30 - Lesson Sessions:	
	Elementary - Gloria Bredehoeft, Pike Township Schools Jane Lowrie
	Middle - Jim Funkhouser
	High School - Linda Wojtan
2:30 - 2:45	Forms: Mileage, Evaluation, etc.

Indiana Global Education Program
Regional Workshop
Indiana University Southeast, Hoosier-East Room
New Albany, Indiana
September 23, 1980

-PROGRAM-

8:30	Registration and Visit Displays	
9:00	Welcome..... and Introductions.....	Mr. Jack Seville Associate Superintendent New Albany-Floyd County Schools
9:15	Current Events - Global Education Quiz.....	Ms. Rosaline Fishman Social Studies Teacher and Key Teacher
9:45	The Indiana Global Education Program Purposes and Products.....	Dr. Jim Becker, Co-Director Indiana Global Education Program, I.U.
10:30	Break and Visit Displays	
10:45	Global Dimensions of Our Community, State, Nation and World.....	Mr. Jim Robinson, Vice-President Robinson-Nugent Electronics, Inc.
11:15	The Teaching Activities Packets.....	Ms. Linda Wojtan African/Asian Outreach Coordinator Social Studies Development Center Indiana University
12:00	Lunch (on own) and visit Displays	
1:00	Global Education Assessment Quiz.....	Ms. Rosalind Fishman
1:15	Indiana Port Commission -- A Global Perspective (Jeffersonville).....	Mr. Gary Tyler, Executive Vice-President, Clark County Chamber of Commerce
1:45	Small Groups - Demonstration, Sample Lesson Plans, and Audience Participation	
	Resource Consultants: Elementary -	Mrs. Jane Lowrie, Co-Director Indiana Global Education Program I.U. and SDPI Social Studies Consultant
	Middle School/ Junior High	Mr. Mike Russ, Social Studies Teacher Middle School Evansville-Vanderburgh School Corporation
	Senior High	Ms. Linda Wojtan, Social Studies Development Center Indiana University
3:00	Wrap-up and Evaluation	Dr. Vic Smith, Coordinator of Curriculum Research & Evaluation Division of Curriculum State Department of Public Instruction
3:15	Adjourn	

GLOBAL EDUCATION WORKSHOP

AGENDA

Indianapolis Teacher Center

September 24, 1980

8:30 a.m.	Registration, Coffee, Materials Display	
9:00 a.m.	Welcome!	
9:15 a.m.	Why, Global Education?	- James Becker, Indiana University, Social Studies Development Center
9:45 a.m.	Indiana Global Education Project	- Jane Lowrie, Social Studies Consultant, Department of Public Instruction
10:15 a.m.	BREAK	
10:30 a.m.	You, Your Community and the World	- Leone Little, Social Studies Department Head, Thomas Carr Howe High School
11:00 a.m.	Resources in Indiana	- Linda Wojtan, Indaina University Social Studies Consultant Department of Public Instruction
11:30 a.m.	LUNCH	
12:30 p.m.	Display of Global Education Materials - Browsing	
1:00 p.m.	Distribution of Activities Packet	
1:45 p.m.	Demonstration of Selected Packet Activities	
	Elementary:	Anne Hoffman Jane Lowrie
	Middle-Jr. High:	Marge Foster Louis Russell
	High School:	Linda Wojtan James Becker
2:45 p.m.	Evaluation - Materials Display	
3:30 p.m.	Dismissal	

Sponsored by:
Department of Public Instruction
and
Indainapolis Public Schools

INDIANA GLOBAL EDUCATION PROJECT WORKSHOP
Ball State University Student Center
September 25, 1980

Workshop Coordinators: Charles E. Whaley, Burris-Ball State School Corp.
Jane Lowrie, State Department of Public Instruction

8:30-9:00	Registration, coffee and doughnuts
*9:00-9:10	Welcome: Dean T. L. Drake, Dean: Teachers College, Ball State University
*9:10-9:15	Announcements/Introduction of Presenters
*9:15-9:30	Indiana Global Education Program: Purpose & Products, Jane Lowrie, State Consultant for Social Studies
*9:30-10:00	An Alternative - Future Global Scenario: Charles Whaley, Project Director, Center for Global Futures
*10:00-10:30	Global Education: An Overview - Dr. Jim Becker, Indiana University
10:30-10:45	Short coffee break, move to individual session rooms
10:45-11:30	A.M. Concurrent Sessions - See reverse side for room number, applicable grade levels, and presenters name.
*11:35-12:05	Looking at the teaching activities packet: Jane Lowrie
12:05-1:15	Lunch: available in the Student Center cafeteria, hot food, deli, etc.
*1:15-2:00	Sources and Resources in Indiana: Jane Lowrie - D.P.I. Resources Linda Wojtan - Collegiate Resources & Outreach program Dr. Jim Becker - International Resources thru Indaina
2:00-2:45	P.M. Concurrent Sessions (Same as A.M. listing)
2:45-3:00	Wrap up and evaluation

*General Session (all general sessions meet in the Forum Room)

A.M./P.M. Concurrent Session Schedule

A.M. 10:45-11:30

Elementary:

Jolena Paluska, Burris-Ball State School Corp.
Room: Forum Room

Middle:

Jean Zerkle, New Haven Junior High School
Room: 116 (Korina Room)

Secondary:

Linda Wojtan, Indaina University
Room: 311

Dr. Carl Keener, Burris-Ball State School Corp.
Room: 300

P.M. 2:00-2:45

Elementary:

Jolena Paluska, Burris-Ball State School Corp.
Room: Forum Room

Middle:

Jean Zerkle, New Haven Junior High School
Room 116 (Korina Room)

Secondary:

Linda Wojtan, Indiana University
Room: 311

Dr. Carl Keener, Burris-Ball State School Corporation
Room: 300

GARY

8:30	Registration -- Materials Display, "Check the News" J. Morties
9:00	Welcome — Forc/Rogers
9:15	The Indiana Global Education Program: Purpose/ Products Jane/Jim
9:30	Global Dimensions of Our Community and State (Awareness) General Session: Burns Harbor Energy Materials from "Indiana and the World" (Al Jones-M. Henricks)
10:30	Break
10:45	Sources and Resources in Indiana Linda Wojtan
11:15	Demonstrations/Sample Lessons Using the Newspaper Others -- Possibly from Packet
12:15	Lunch
1:00	Activities Packet Jim/Jane
1:30	Demonstrations -- All from Packet, includes 2 from J. Funkhouser, Elkhart